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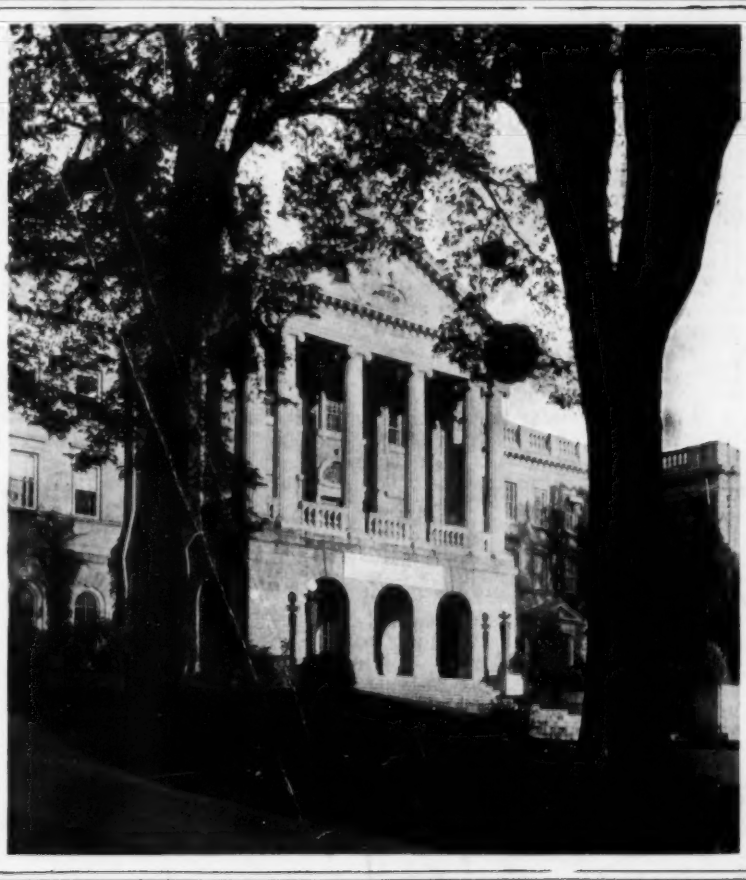

VOL. V
NO. 3

MARCH
1930

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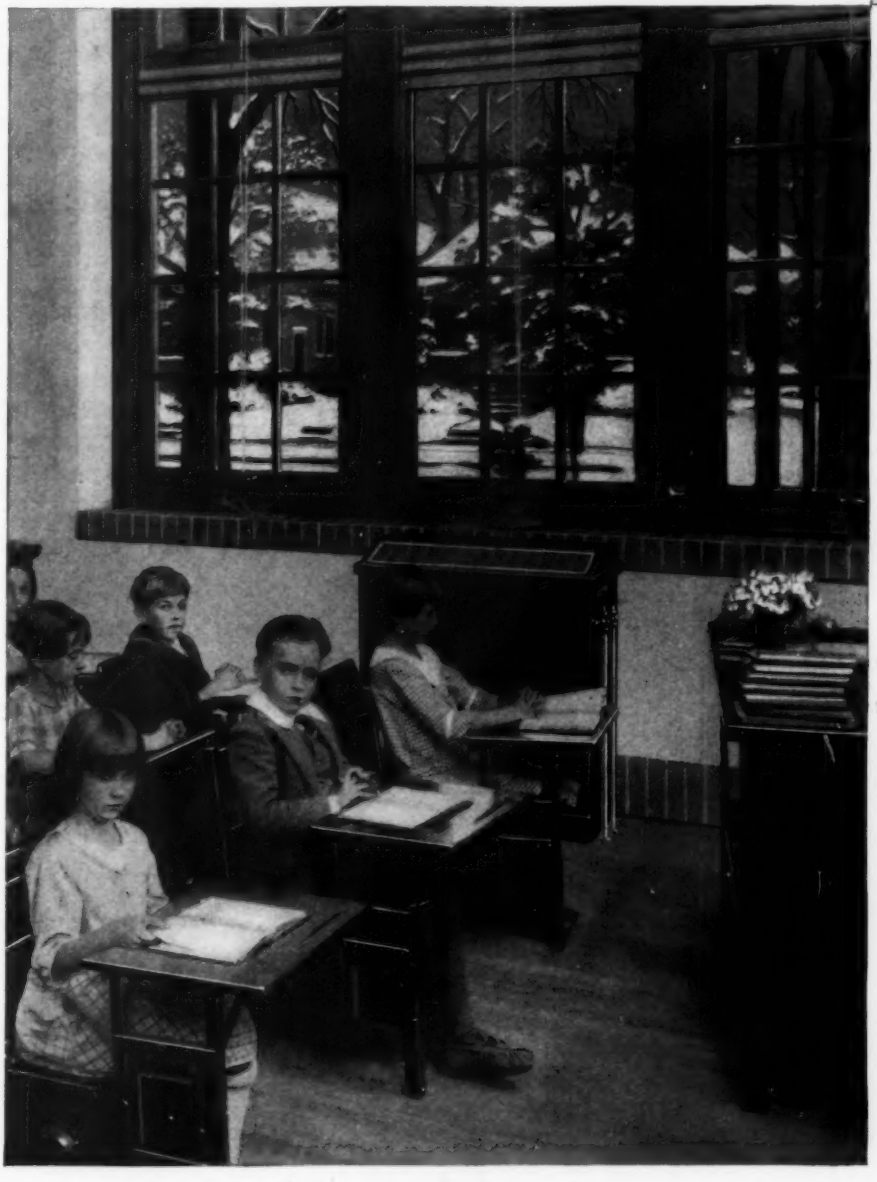

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CONTENTS

Volume V March, 1930 Number 3

COVER
Bascom Hall, University of Wisconsin

Promoting Friendliness Between Public and Nonpublic Schools.. 21
By J. Elliot Ross, D.D., *Associate Administrative Director, School of Religion, University of Iowa*

The Modern High School and Its Library..... 25
By Andrew P. Hill, Jr., *Chief, Division of Schoolhouse Planning, California State Department of Education, Sacramento*

Are Your School Names an Asset? 35
By Walter Crosby Eells, *School of Education, Stanford University*

Acquainting the Layman With School Building Costs..... 39
By Arthur R. Shigley, *Department of Educational Engineering, Warren S. Holmes Company, Architects, Chicago*

Do Superintendents Advise Teachers Concerning Investments?.. 44
By F. A. Beu, *Eastern Illinois State Teachers College, Charleston, Ill.*

Evaluating and Improving Guidance Services..... 47
By Roy A. Hinderman, *Department of Education, University of Wisconsin*

How to Control Behavior Through School Situations..... 53
By Prof. Herbert Sorenson, *University of Minnesota*

Stimulating Educational Progress Through Research Councils... 55
By P. Lucile Hawley, *Principal, Washington Community School, Lynn, Mass.*

Practical School Administration:
Administering Revenue Funds Other Than Taxes 61
By Philip Lovejoy, *Assistant Superintendent of Schools, Hamtramck, Mich.*

Your Every-Day Problems 65
By John Guy Fowlkes, *Professor of Education, University of Wisconsin*

"Middletown": A Study in Contemporary American Culture... 67
By Arthur B. Moehlman, *Professor of Administration and Supervision, School of Education, University of Michigan*

Index of School Building and School Supply Prices..... 71
By Harold F. Clark *and* Oscar K. Buros, *Teachers College, Columbia University, and* John Guy Fowlkes, *University of Wisconsin*

Biology as a Training Aid for Rebellious Youth 74
By Prof. S. J. Holmes, *University of California*

Education on Parade 77
By M. V. O'Shea, *University of Wisconsin, Editor in Chief,* The Nation's Schools

(Continued on page 4)

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CONTENTS FOR MARCH, 1930

Administrative Problems Upmost at Superintendents' Meet 81

New Equipment Displayed at Winter Meeting 98

BY PHILIP LOVEJOY, *Assistant Superintendent of Schools, Hamtramck, Mich.*

EDITORIALS

The Perennial Problem—the Salary Schedule 58

The Superintendent and the Community 59

What Is the Aim of Education? 60

News of the Month 104

In the Educational Field 112

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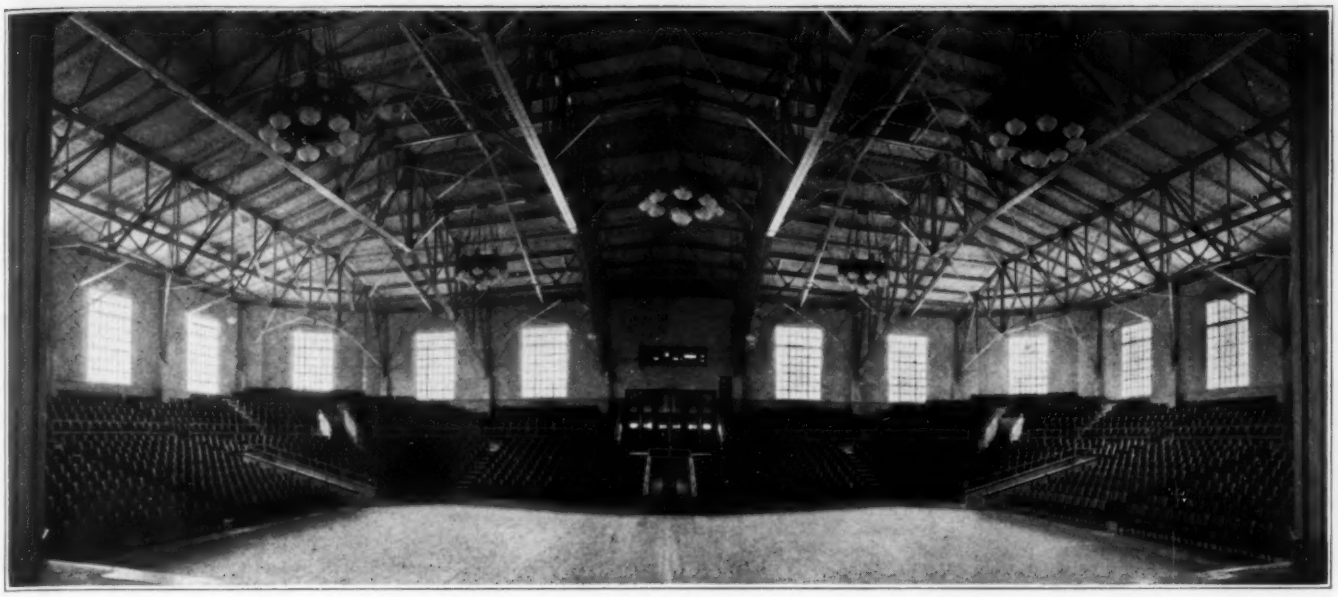

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Index of Advertisers

Alberene Stone Company 126
American Blower Corporation 13
American Fence Construction Co. 115
American Laundry Machinery Company 14
American School and University 7
American Seating Company 9
Anstice & Co., Inc., Josiah 11
Armstrong Cork Company 103
Art in Bronze Co., Inc. 6
Automatic Pencil Sharpener Co. 134

Barnes & Co., A. S. 118
Bausch & Lomb Optical Co. 124
Bell & Howell Co. 132
Bonded Floors Company, Inc. 83
Buckeye Blower Company 18

Carter Bloxonend Flooring Company 93
Cellized Oak Flooring, Inc. 17
Celotex Company 5
Century Brass Works, Inc. 99
Cincinnati Iron Fence Co., Inc. 126
Clay Equipment Corp. 111
Clow & Sons, James B. 97
Congoleum-Nairn, Inc. 83
Conn Ltd., C. G. 89
Continental Chemical Corp. 127
Copper & Brass Research Association 140
Crane Company ..... 3rd Cover

Dayton Safety Ladder Co. 111
Dick Company, A. B. 107
Draper Shade Company, Luther, O. 124
Dunham Co., C. A. 123
Duriron Company 91

Eagle Soap Corporation 134
Ebinger Sanitary Mfg. Co., D. A. 134
Electric Dumbwaiters, Inc. 125

Finnell System, Inc. ..... 2nd cover
Ford Co., J. B. 113

Gillis & Geoghegan 12
Graybar Electric Company 121
Gregg Publishing Co. 118

Hamlin, Irving 116
Hazel-Atlas Glass Co. 10
Heywood-Wakefield Co. 95
Hild Floor Machine Company 133
Hillyard Chemical Company ..... Insert following 8
Holophane Co., Inc. ..... 4th Cover
Holtzer-Cabot Electric Company 125
Horlick Malted Milk Corporation 85
Hotel President 138
Hynson, Westcott & Dunning 129

Interstate Shade Cloth Co. 130

Klein & Bro., Inc., D. 135
Kliegl Bros. 127
Kundtz Company, Theodor 20

Lincoln—Schlueter Flr. Mchy. Co., Inc. 105

McClurg & Co., A. C. 134
McCray Refrigerator Sales Corporation 16
Maplewood Paper Mills 111
Medart Mfg. Co., Fred. 120
Merriam Company, G. & C. 125
Mitchell Manufacturing Company 124
Morgan Woodwork Organization 128

National School Equipment Co. 122
National Theatre Supply Co. 133
Nation's Schools Publishing Co. 124
Nelson Corporation, Herman 1
Norton Door Closer Co. 139
Nurre Companies 135

Oakite Products, Inc. 122

Page Fence Association 105
Patent Scaffolding Co. 4
Peerless Unit Ventilation Co., Inc. 87
Peterson & Co., Inc., Leonard 128
Porter-Cable Machine Co. 129
Potter Mfg. Corp. 116
Progressive School Equipment Manufacturing Co. .. 116

Richey, Browne & Donald, Inc. 4
RCA Victor Company, Inc. 132
Readsboro Chair Company 127
Rixson Co., Oscar Co. 115
Robbins Flooring Co. 136
Rochester Germicide Company 99
Royal Metal Manufacturing Company 15, 19
Rundle-Spence Mfg. Co. 129

Sanymetal Products Co. 14
Sedgwick Machine Works 135
Sengbusch Self Closing Inkstand Company 130
Smith, L. C. & Corona Typewriter, Inc. 119
Stewart Iron Works Company, Inc. 136
Sturtevant Company, B. F. 8

Taylor Co., Halsey W. 126
Tile-Tex Company 117
Troy Laundry Machinery Co., Inc. 136
Truscon Steel Company 138
Twin City Scenic Company 118

Underwood Typewriter Company 2
United Fruit Company 109
U. S. Gutta Percha Paint Co. 137
Universal Electric Stage Lighting Co., Inc. 125
Universal Fixture Corporation 135

Vallen Electrical Company, Inc. 128
Valleyco Company, Inc. 118
Victor Animatograph Co. 12

Wallace & Co., J. D. 131
Wayne Iron Works 122
Western Electric Co. 121
Williams Iron Works, Inc. 130
Witt Cornice Co. 136
Wooster Products, Inc. 101

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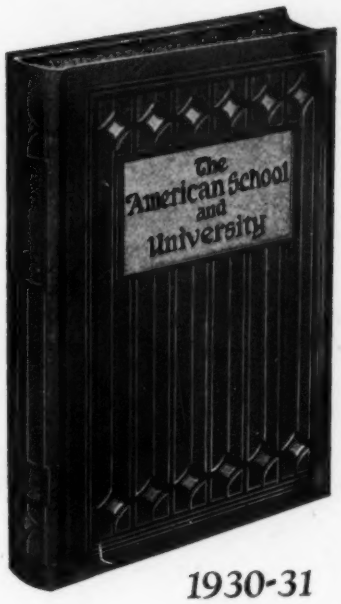

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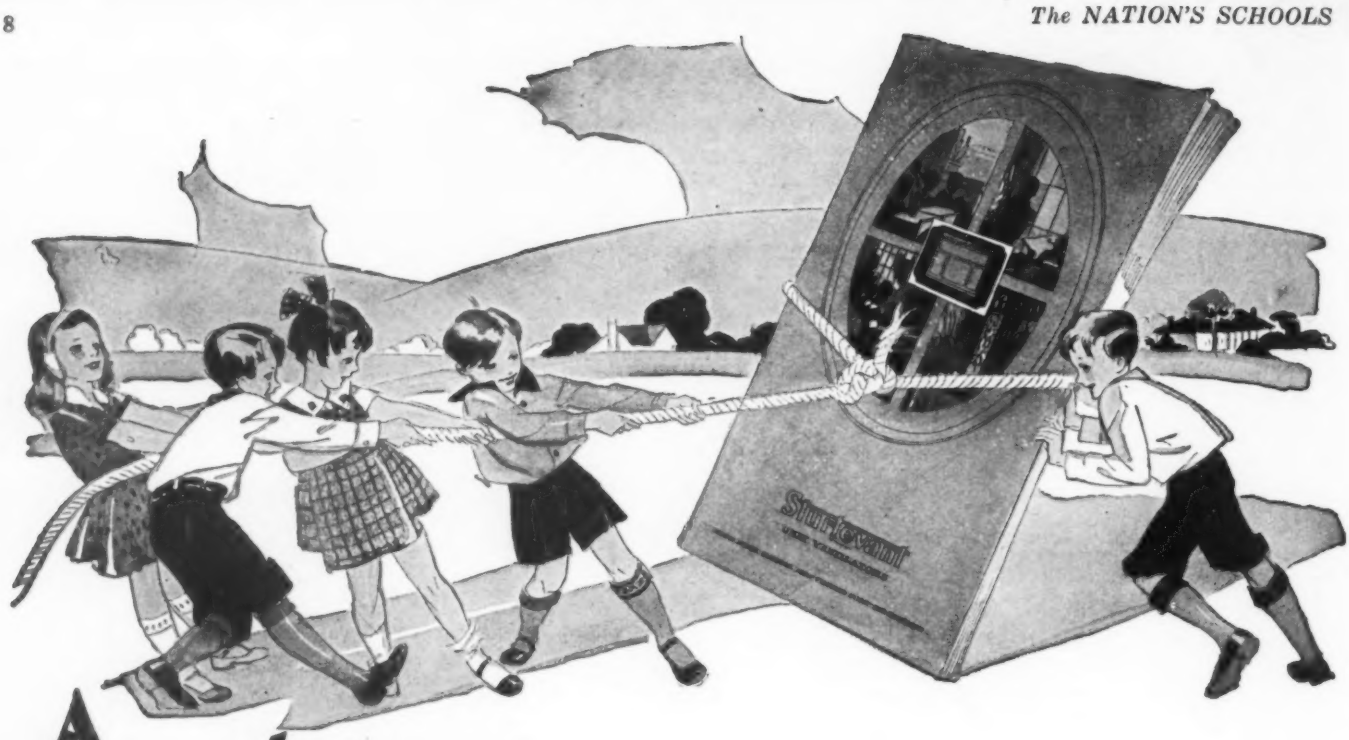

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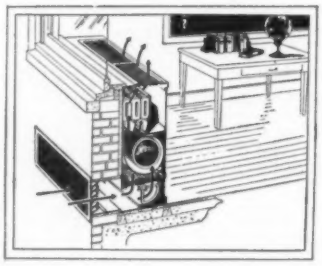

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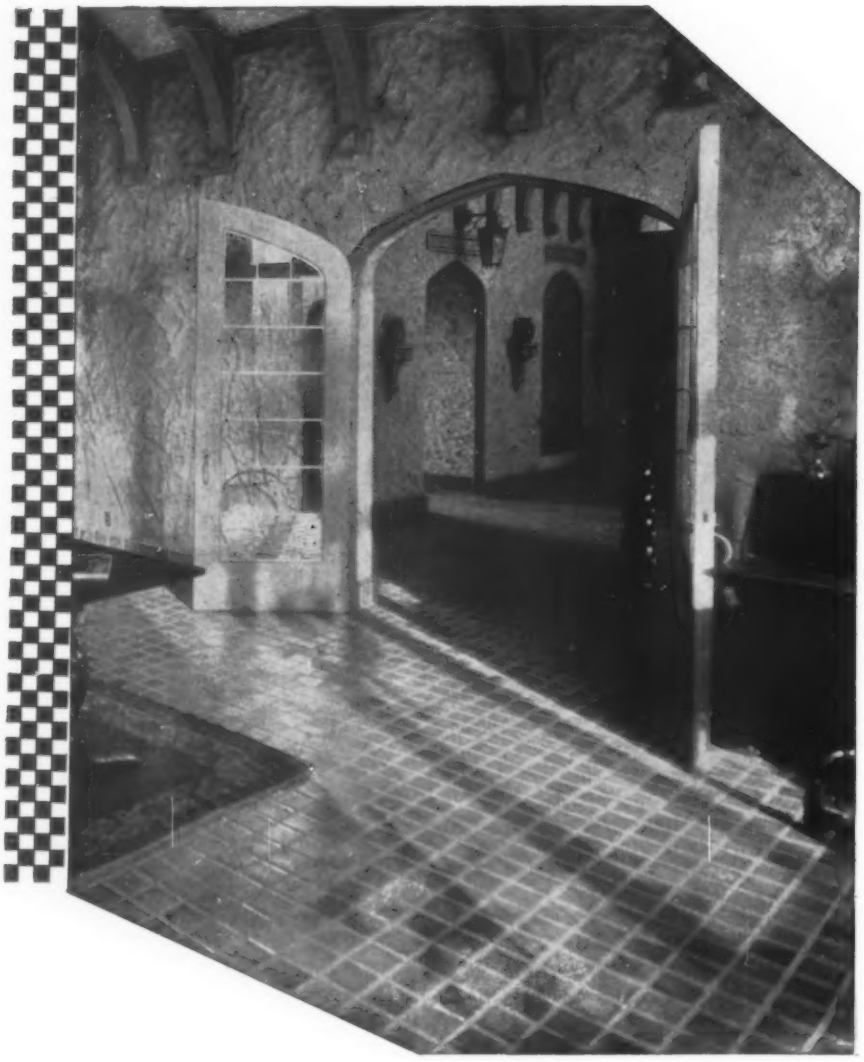

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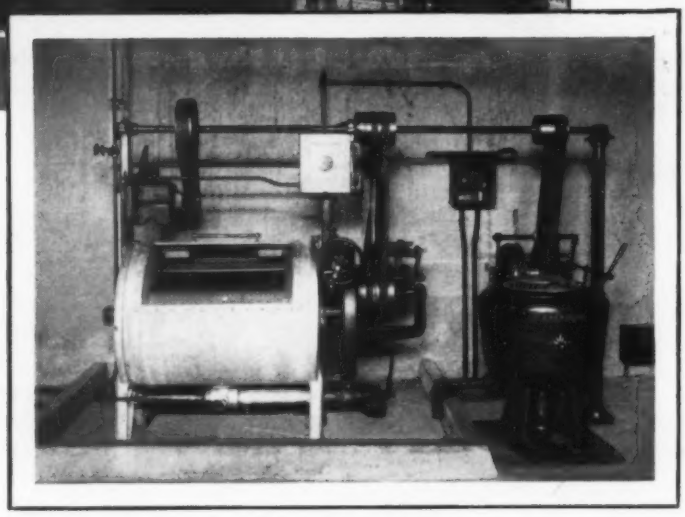

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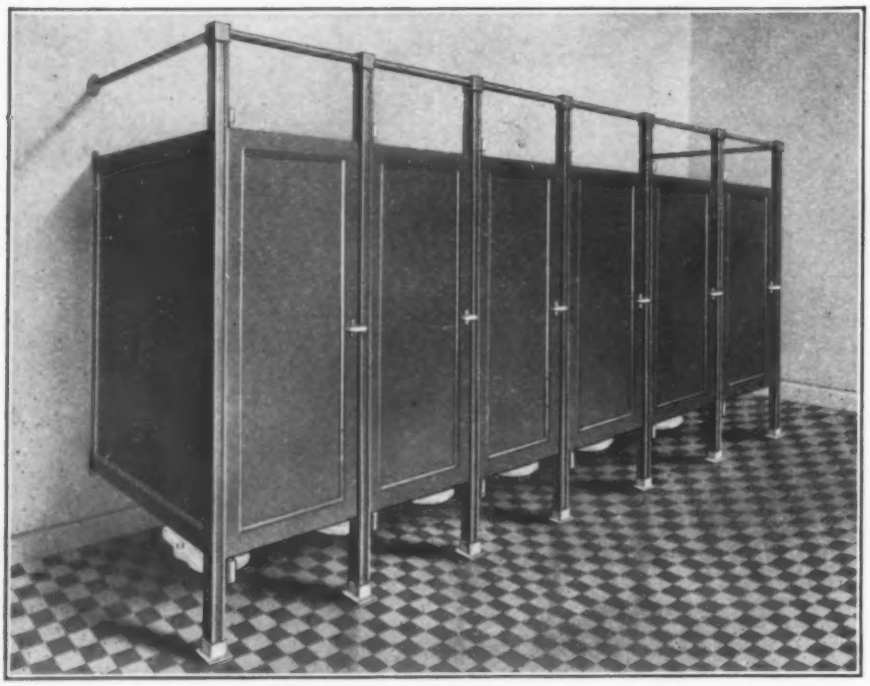

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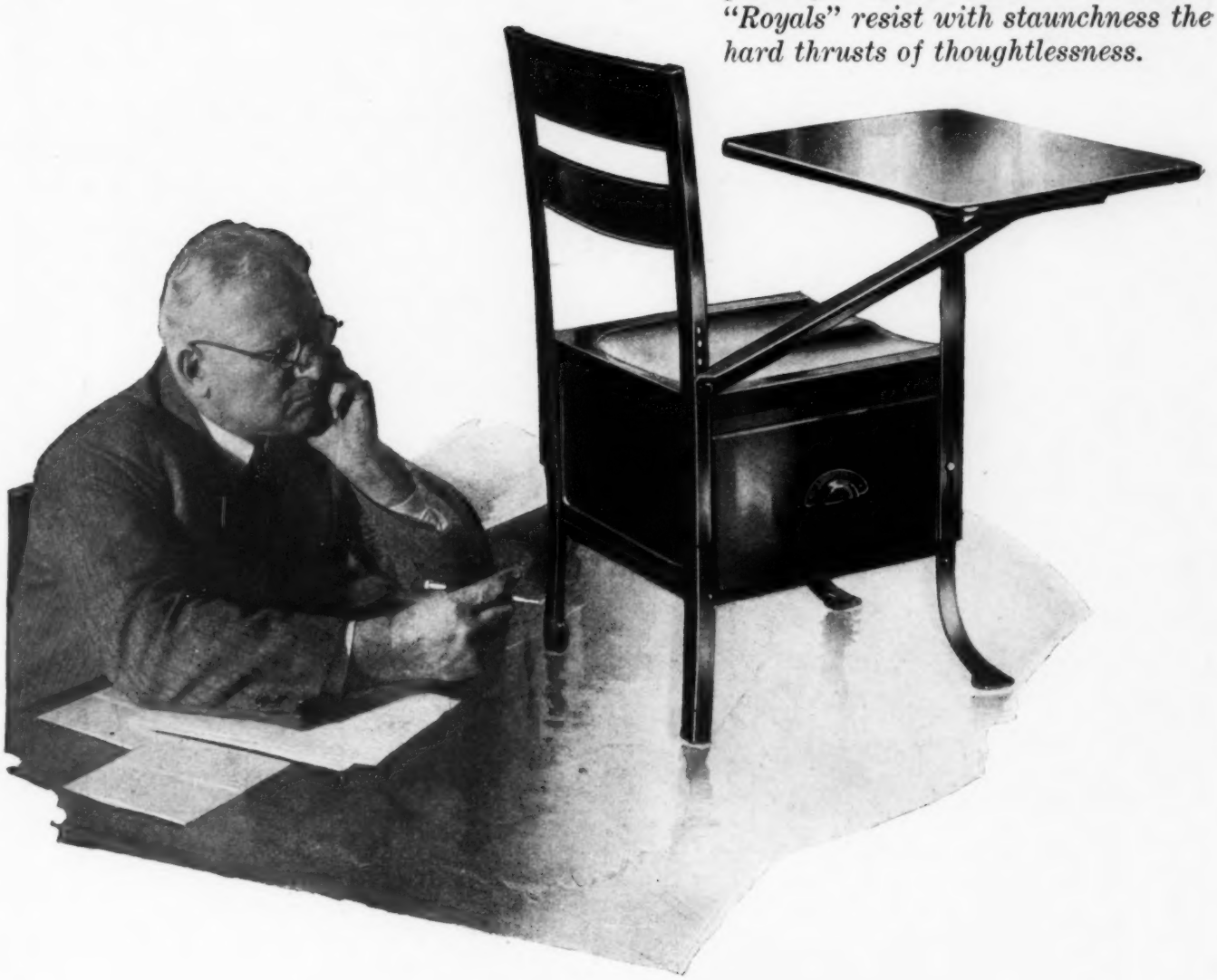

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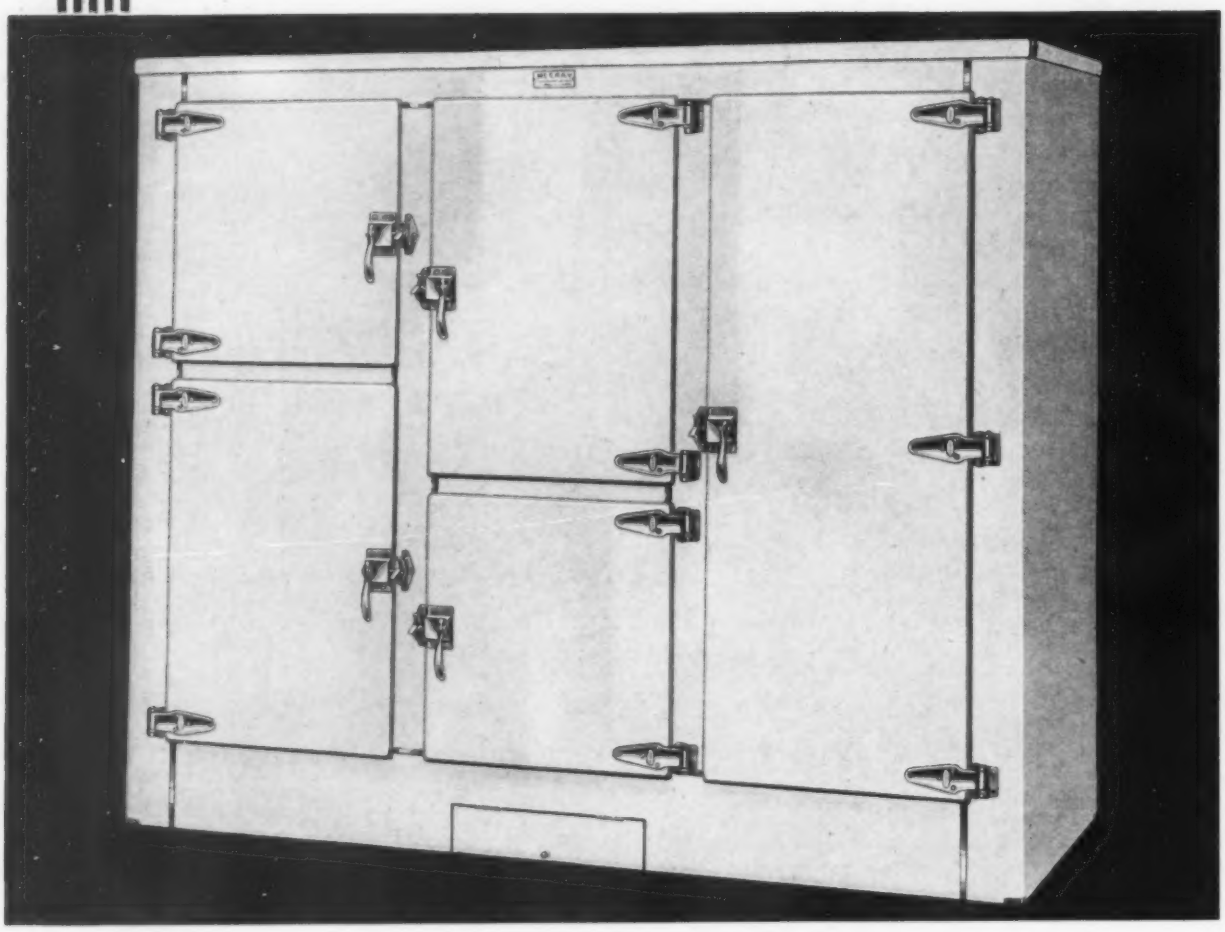

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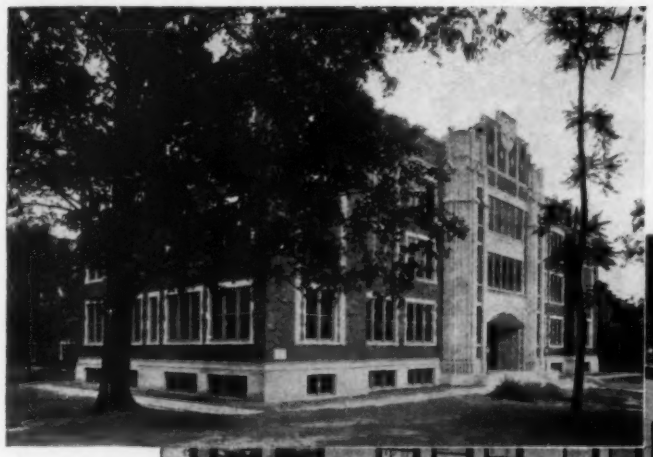

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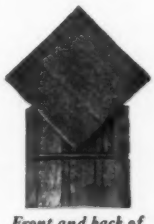

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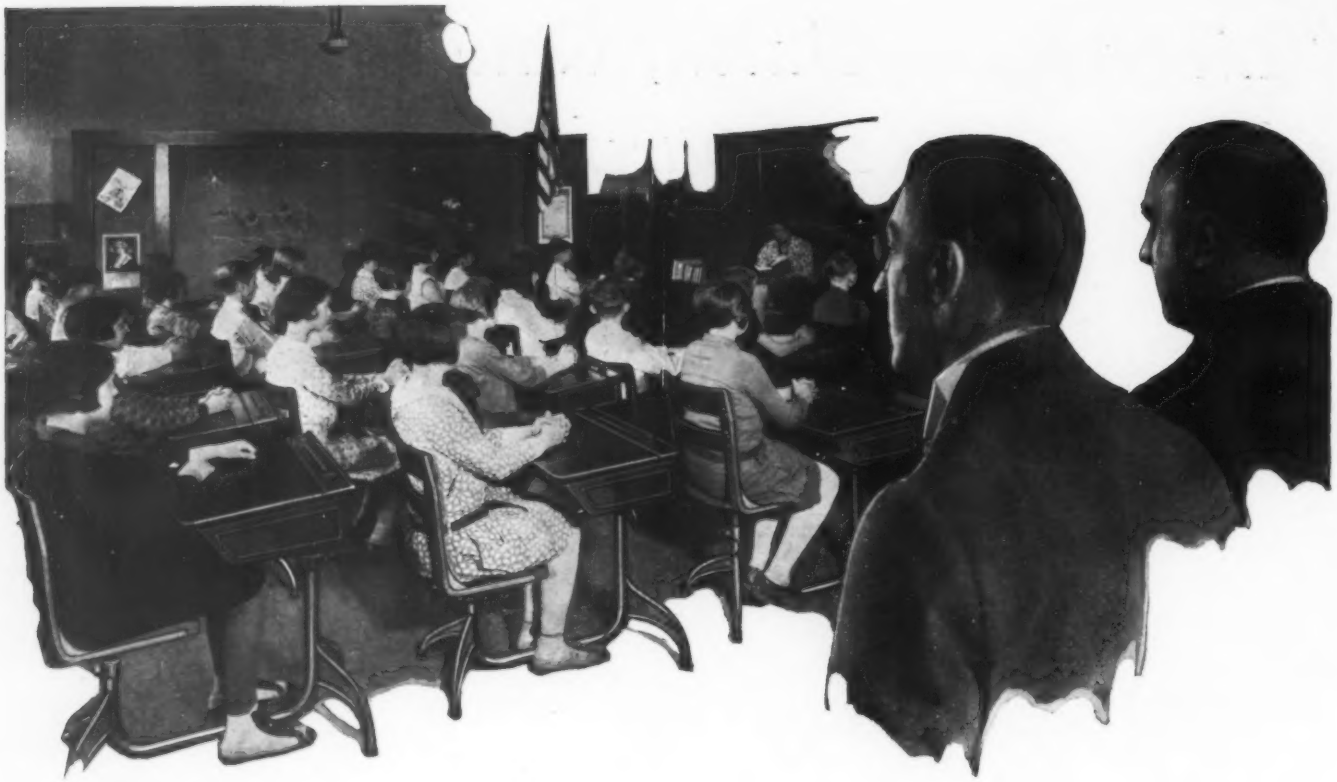

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VOLUME V MARCH, 1930 NUMBER 3

Promoting Friendliness Between Public and Non-public Schools*

Knowledge and understanding are the effective enemies of narrowness and the fundamental bases of sympathy, and sympathy is necessary for friendliness

By J. ELLIOT ROSS, D.D., Associate Administrative Director, School of Religion, University of Iowa

WHILE what I say may have special reference to Catholic schools, it will apply in large measure to Lutheran, Episcopalian, Jewish parochial schools, and in fact to all private schools. It is a mistake to divide schools in this country merely into Catholic and public. Indeed, private schools that are not Catholic, while not as compact a system as the Catholic parochial schools, are in the aggregate a more important factor in the educational situation of the country.

The first thing for anyone to do who wishes to bring about more friendly relations between public and parochial schools is to know the background from which the schools of to-day grew. And he ought to know something, too, of what is happening educationally in other countries. History and travel—even travel by proxy—are the most effective enemies of narrowness. Provincial cocksureness vanishes under their broadening influence.

Now from the historical side, all schools in the original British colonies taught religion. It was not until the eighteen thirties that a strong movement got under way to eliminate the teaching of religion from the state schools. Consequently, the men who fought during the Revolution, who formed this country and guided it through its critical years, were all educated in schools where religious teaching was an integral part of the curriculum. One must be greatly lacking in historical perspective, therefore, to speak of religious schools as being unAmerican.

Furthermore, the fundamental American attitude is to be suspicious of government monopolies. We want to keep open the avenues of private initiative. Human nature being what it is, we realize that competition is necessary for efficiency. When men do not have to exert themselves because there is a monopoly, they tend to rest on their oars. And this is true in the educational world as well as in the commercial. Of course, I do not say that it is unAmerican for the state to enter the educational field. But I do maintain that it would be unAmerican for the state by its supreme legislative authority to crush out all other schools, to eliminate competition, to create for itself an educational monopoly. The result would be as disastrous and inefficient as our flyer in government ownership of railroads and ships.

Moreover, the United States and France are the only great powers where religion is completely banished from state supported schools. Canada, England, Belgium, Holland, Germany, Denmark, Norway, Sweden all provide in some way for the teaching of religion in schools completely state supported or receiving grants from public taxes.

*Read at the meeting of the Department of Superintendence of the National Education Association, Atlantic City, N. J., February 22-27, 1930

So far from the complete elimination of religion from state schools commending itself to the wisdom of the modern world, I should say that just the opposite was the case. Holland tried something very similar to our present system of nonreligious public schools, and recently abandoned it to go back to public schools that are also religious. And while in this country we shall probably never have the Ontario or English or German system, the trend seems to me to be distinctly in the direction of finding some way by which children attending public schools may receive some religious instruction. Just as we passed out of the first phase of education in this country, when all schools taught religion, into a second phase when religion was completely eliminated from state schools, so now we are passing into a third phase when religion and education will once more in some way be united.

With this historical and worldwide perspective, one can approach with more sympathy and understanding the existence of a great parochial school system. Catholics have paid their taxes to support public schools. The states where Catholics are strongest are among the foremost in generous expenditure for public education. But because Catholics look upon religion as the most valuable thing in life, and look upon education as one of the most important formative factors for all phases of life, including the religious, they were not satisfied with the complete elimination of religion from the week day school. To Catholics education is a unit, and religion should permeate the whole. It is like the leaven that was hidden in three measures of meal—which we may take to symbolize the three R's—and leavened the whole mass.

Creating a Religious Atmosphere

There is indirect teaching as well as direct, and sometimes the indirect results are more important than the direct. Atmosphere counts for a great deal. If religion is to be lived seven days a week, then religious education should not be put in a thought-tight compartment for six days, and brought out only for half an hour with Sunday clothes. Religious pictures, symbols, worship are all part of a well rounded education. A class in arithmetic with a crucifix on the wall is subtly different from a class in an absolutely bare room.

As a consequence of this attitude towards education and towards eternal verities, Catholics have not only paid their state taxes, but at enormous expense they have built and are supporting schools of their own accommodating over two million children. These Catholic schools are saving the state at least a hundred million dollars a year in running expenses, to say nothing of the interest on the cost of land, building and equipment. So far from being a danger to the public schools, they are a decided advantage. Superintendents find it difficult enough to meet the needs of education for the children under their supervision. Some in strongly Catholic cities would be crippled if next September all Catholic schools closed and they had to make provision for all the Catholic children. They would either have to get additional funds—difficult enough as experience has shown—or spread the funds they have thinner.

Schools Should Be Really Public

But the fact that Catholics are thus generously taxing themselves for the education of about half their children should not make anyone lose sight of the fundamental fact that the public schools belong to Catholics just as they belong to all other citizens. Half of our children are in the public schools, but these schools would belong to us if none of our children were in them. An understanding of that point is essential for friendly relations between public and parochial schools. And one of the first gestures a superintendent of public schools should make is to show that as far as he is concerned the schools under him are really public schools, belonging to the whole public.

You will pardon me, I hope, if I advert to three ways in which a different impression is sometimes given. One is by reading a Protestant translation of the Bible or by reading portions that are not accepted by Jews. There have been numerous controversies between Catholic teachers and superintendents or school boards when the Catholic used a Catholic translation. But if the schools are public rather than Protestant why should there be an insistence upon reading an official Protestant translation?

Secondly, to hold commencement exercises in a Protestant church does not please Catholics. Some may think that Catholics are hypersensitive in this. But when you are trying to cultivate friendly relations with parochial schools, you must take this sensitiveness into consideration. And akin to this practice of having commencements of public schools or baccalaureate sermons in Protestant churches is the practice of always having Protestants to speak at the school assemblies. It gives the impression of Protestant proprietorship.

A third way, more important than the other two, in which the tax supported schools sometimes cease to be public schools is by restricting

the teachers to a particular religious group. Our Catholic young people have the same right to teach in the public schools that our children have to attend them. Or rather, properly qualified Catholics have the same right to teach in the public schools that any citizens have. No Catholic should be refused appointment in a public school because he is a Catholic.

Of course I know that the stories of rejected teachers have to be discounted. Some candidates who are refused appointment for perfectly legitimate reasons find it easier for their self-love to pose as religious martyrs than to face their own shortcomings. But we all know that making due allowance for mistakes and exaggerations, there are some places where a Catholic cannot be elected as a teacher.

Now, it seems to me that the preliminary step to friendly relations between parochial and public schools is that the superintendents should indicate as clearly as possible that they are straight shooters. Justice first, then charity. And I do not know any more important point for absolute justice than this question of teacher appointments. Like Caesar's wife, you must be above suspicion. Do not think that I am being officious when I say that one thing that causes suspicion is to ask the applicant to state his religion. I am inclined to think that it would be best to eliminate this question from your forms.

However, what is sauce for the goose is sauce for the gander. There are a few places—not nearly as many as on the other side—where only a Catholic will be employed in the public schools. If I were addressing a Catholic audience I would emphasize this fact. As long as Protestants can point to such conduct on the part of Catholics, a certain color of excuse is given for their more widespread discrimination. Merely as a question of expediency, Catholics who act thus are penny wise and pound foolish. For taking the country as a whole, they lose much more than they gain.

The Value of Personal Contacts

Having done what you can to establish a reputation for absolute fairness, try to cultivate personal relations with the priest or priests concerned with the parochial schools. In a small town, you can know all the priests; in a big city meet the key men. If you have a mutual friend who will invite you both to dinner at his house or his club, that is a fine way to get acquainted. Often a man who has been well fed and is relaxing in an easy chair smoking will receive sympathetically a proposition he would have turned down at eleven in the morning or four in the afternoon. I am a great believer in personal contacts, and in choosing one's own terrain for a campaign.

Old Benjamin Franklin says that one of the best ways to win over a somewhat antagonistic man is to ask him to do you a favor. The advice is probably based on the idea that it is more blessed to give than to receive. The giver feels a certain superiority to the recipient, and a gentle glow of satisfaction suffuses him. If you can choose the favor to ask with all the tact of Franklin, and carry it through with the same graciousness, this is no doubt a good way to win over a somewhat antagonistic priest.

Establishing Friendly Relations

Carrying out further the idea that the public schools belong to the whole people, arrangements have been made in some places for children from the parochial schools to get their manual training, domestic science, or some other neutral subjects in the public schools.

In some places, too, the same health service provided for the public schools is extended to the parochial schools. These Catholic families are paying taxes to support the health service and their children belong to the state, and it is to the state's interest that they should be just as healthy as the public school children. The strongest objection to this extension of the health service is the expense. But that only goes to prove concretely how difficult it would be for the state to supply the place of the parochial schools. If it is a burden to provide just one portion of the educational services to parochial school children, how much more of a burden it would be to supply everything.

Anything that considers all the children as being equally important, and the public and parochial schools as both serving the whole state by educating citizens, promotes friendly relations. If a Rotary club, for instance, gives a loving cup for the best basket ball team, let the parochial schools be in the league. If the chamber of commerce offers a prize for the best essay on the beauties of Tomkinville, let the parochial school children participate, and perhaps ask the priest to be one of the judges.

When there is a parade on George Washington's birthday, or a common meeting Thanksgiving Day, try to get the parochial school children to take part. And don't be discouraged at one or two failures. Sometimes for one reason or another a priest is somewhat "standoffish." Perhaps his attitude is a rather widespread human weakness to generalize the particular. A priest knows of a bigoted superintendent, or has

heard of one, and he concludes that all superintendents are like that. It is the converse of Protestants knowing one unworthy priest and attributing these qualities to all. Patience, tact, prudence will be required to overcome previous prejudices. Maybe if you knew all the priest's experiences you would understand his present state of mind. Anyhow, it is part of your job in bringing about friendly relations to show that you are square and above board.

There have been priests who served on public school boards, even though they had parochial schools of their own. It may be possible to multiply such instances. In many places the priest would be a valuable member. Not only would his presence eliminate friction and suspicion on the part of Catholics, but he would bring wise counsel to the problems of the board. To have a Catholic priest on the board would be another gesture showing that the public schools belong to all.

Full Religious Equality at Iowa

For the board of trustees of the school of religion at the University of Iowa, full equality was recognized between the three great religious groups, Catholic, Jewish, Protestant. This equality created a confidence in the school that nothing else could have done. It was a splendid move. And while I do not advocate a similar equal division of school boards between Catholics, Jews and Protestants, I do think it would promote better feeling if minorities were not forced to feel hopelessly out of it. One of the best ways to bring about friendly relations between any two groups is to have them perform a common task. If you get Catholics into the actual running of the public schools, they will understand you better and you will understand them better. Then they will react upon the Catholics conducting parochial schools.

Years ago in his speech at the Cotton Exposition in Georgia, Booker T. Washington used such a graphic illustration of the relations between whites and blacks that I may be pardoned for taking it over to express the relations between public and parochial schools. In all things religious we can be as separate as the fingers of a man's outstretched hand; but there are many other ways, some of which I have indicated, where we can be as united as a man's clenched fist. It is for all of us according to our opportunities to seek out and cultivate these ways of union. Christian charity, American patriotism demand that there should be understanding, sympathy and good fellowship between public and parochial schools.

The Pay-as-You-Go Plan for Capital Costs

"In the last decade public debt has increased much faster than private wealth and income. Consequently, an increasing share of public budgets is devoted to bond and interest payments, with hardship to taxpayers and to current activities that have a claim for support," Lent D. Upson, director, Detroit Bureau of Governmental Research, Detroit, says in discussing the pay-as-you-go plan for capital costs. He continues:

"As a result, officials and citizens are considering pay-as-you-go from current revenues as an alternative to bond issues for financing recurring public improvements. Although this may mean a small immediate increase in taxes, the ultimate saving is enormous. When an improvement is financed by thirty-year bonds, every dollar in brick and mortar, costs two dollars in interest and sinking fund charges. If that extra dollar can be saved, twice as many improvements can be secured in a given period of time, or the tax rate can be reduced accordingly. For example, a school building program of $6,000,000 a year for Detroit will shortly cost the taxpayers $10,000,000 a year in interest and repayments. Pay-as-you-go means a saving of $4,000,000 a year in perpetuity—a lot of money as compared with the extra taxes of some $45,000,000 that will be required to place the school system on a cash basis.

"More governmental units are paying for improvements currently than is imagined. The national government is always on that basis except for the cost of wars and such improvements as the Panama Canal. Indiana roads are so financed. Michigan has a $54,000,000 building program before it with the governor's recommendation of pay-as-you-go. Wayne County, Mich., has $55,000,000 of roads and practically no debt. Also, the citizens have voted that all county institutions for the next ten years be paid for by direct taxation. In 1925, of $973,000,000 paid for capital outlays by cities of over 30,000,000 population, more than half was from current revenues. It is reported that citizens of Cleveland have voted a direct tax levy for school purposes and by 1939, the school debt will be wiped out and school constructon on a pay-as-you-go basis. Youngstown, Ohio, has placed its capital school expenditures on a cash basis.

"The chief obstacles to the pay-as-you-go plan, are the unwillingness of politicians to ask taxpayers to pay something to-day that can be put off until to-morrow, and the inability of to-day's taxpayers to realize that to-morrow's bill will be twice as much."

The Modern High School and Its Library

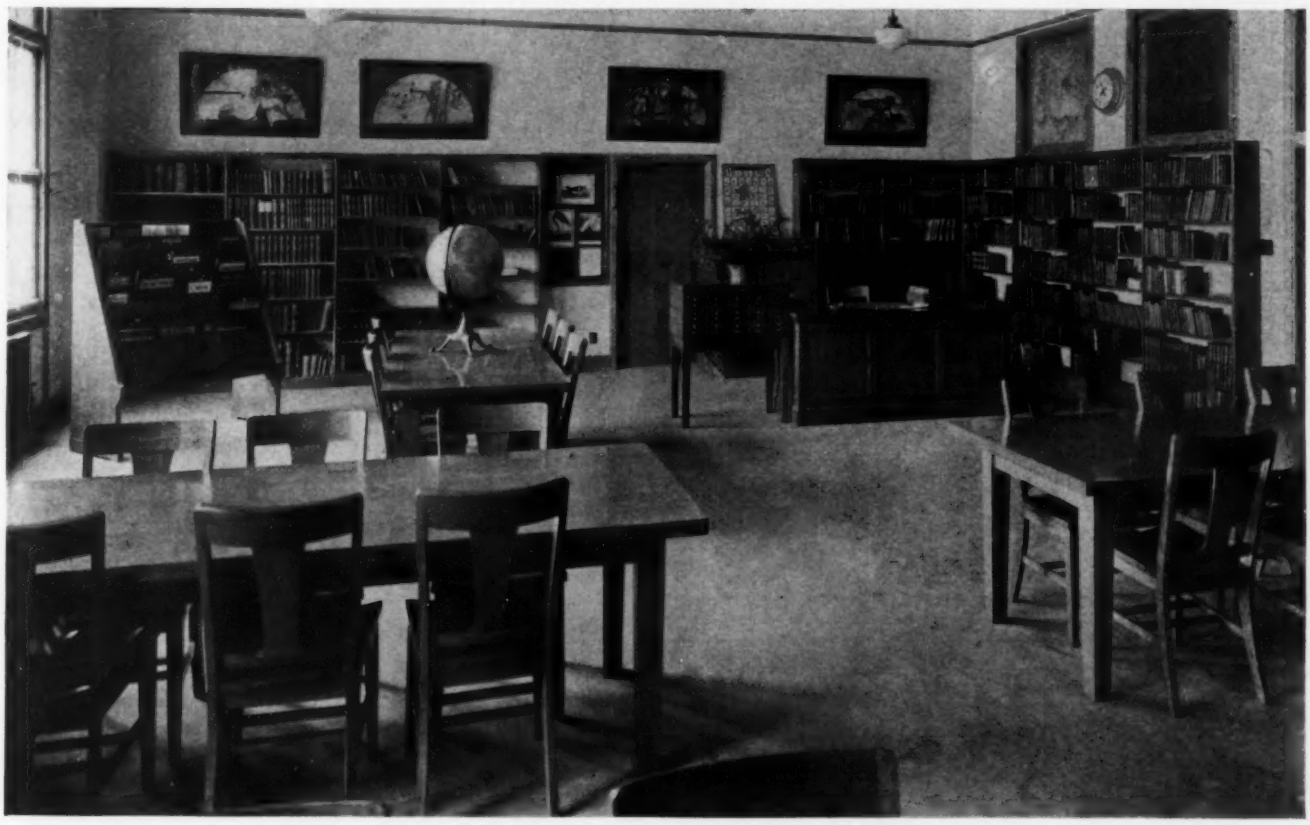
For those progressive educators who recognize the potentialities of the library in the educational scheme, the essentials of library organization, planning and equipment are here discussed

By ANDREW P. HILL, Jr., Chief, Division of Schoolhouse Planning, California State Department of Education, Sacramento

COMPETITIVELY speaking, no nation is better than its schools. This basic theory is recognized in most parts of the United States by compulsory education laws, child labor laws and part-time cooperative educational programs. Under these regulations the nation recognizes a personal responsibility to each future citizen, and tries to help him find his most useful niche in life. As a result, education has had to assume the burden of each child's education in fundamentals, and his further development into civic and vocational usefulness.

The library is the school's most cogent tool in ministering to these individual differences. No single step towards progressive education can be taken as easily and as safely as library organization. The library brings every diversification of information to the child. Let him read and think and he becomes alert and independent. Force him into a standard curriculum ruled over by the self-sufficient textbook, and he becomes stolid and quiescent, gibbering his memorized words and phrases to earn the inevitable "mark."

The need of the library is well recognized by modern educators. After the mechanics of reading are mastered, children become good readers by reading. Reading ability and a wish to read may be developed only when a profusion of books on a variety of subjects is at hand. In this way each pupil is appealed to through his natural or developed interests. This improvement of the mechanics of reading, however, is subsidiary in importance to the development of the child as an individual. Every modern educational ideal, cen-



The library of the Pomona High School, Pomona, Calif.

ters about the pupil as an independent personality. And in encompassing this end, the library alone, of all forces within the school, stands supreme.

A library is not constituted by a name printed over a door or by shelving along a wall. It is an organization potent with educational possibility. I have seen high school libraries with less than a hundred volumes—books that have never been catalogued, books that are locked up and open, unsupervised cases, where books are destroyed by careless and disrespectful usage or are stolen outright. I have seen libraries with poor ventilation, insufficient light, filthy oiled floors, dingy walls and woodwork, flimsy and crowded furniture and a woeful lack of space and facilities for receiving, mending, cataloguing or circulating books.

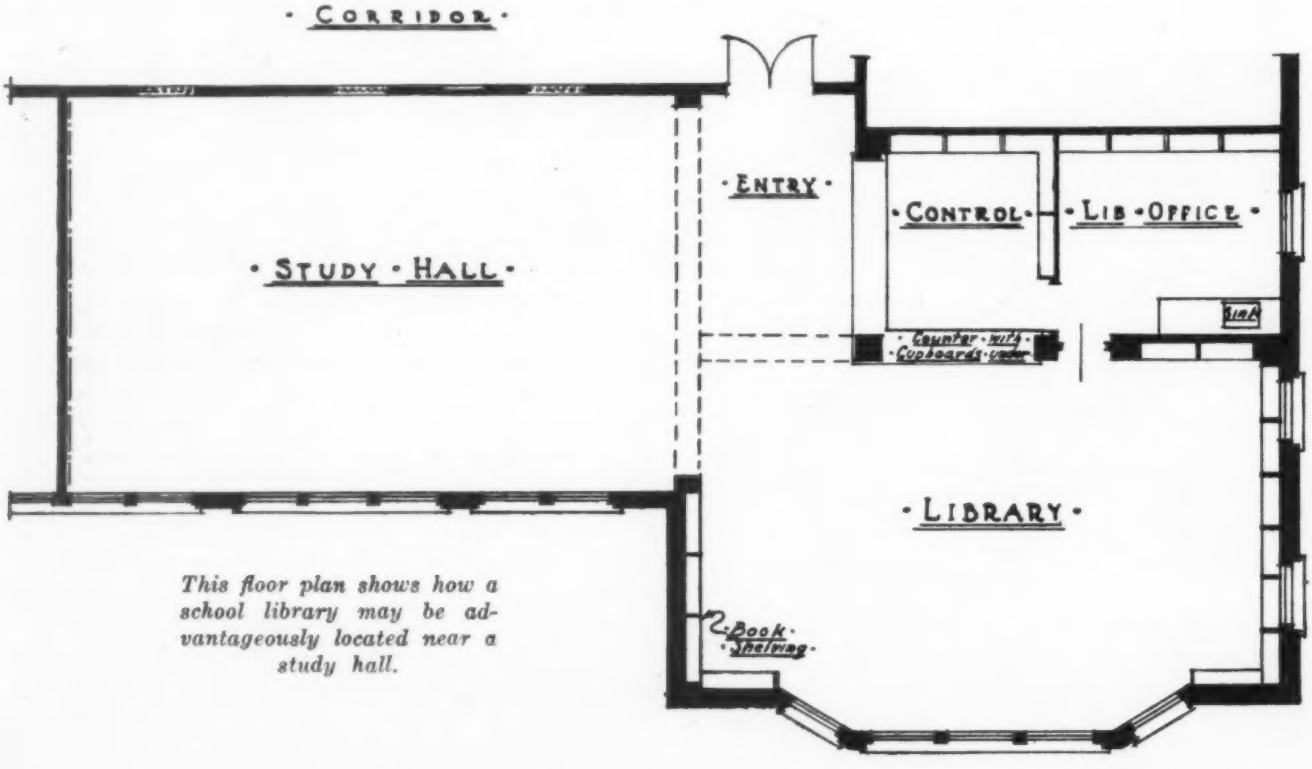
These are not libraries. They are pitiful makeshifts, carelessly planned by some school official who has little realization of what library opportunity means. One cannot but feel that a poorly equipped library is at least a partial reflection on the principal's ability to imagine its real potentialities. An ostrich, it is said, hides his head in a hole and feels safe when the enemy is no longer seen. It is easy to label a room, "Library," equip it with a self-closing door and thus blind oneself to its inefficiencies. Progress, however, is never made by avoiding a fundamental problem, and an educator with a makeshift library is as conspicuous and relatively as foolish looking as an ostrich who hides his head in the sand.

The truth is, library organization must be approached with perspicacity and circumspection. Like all progressive steps its accomplishment demands time and often stirs up trouble. A change in the faculty may be necessary. Repair of or addition to the school plant is a foregone conclusion. Then there are the furniture and equipment to be considered. These suggest the following five essentials for library organization: a trained librarian; an effective library organization; a well planned library; adequate, standard library equipment; books.

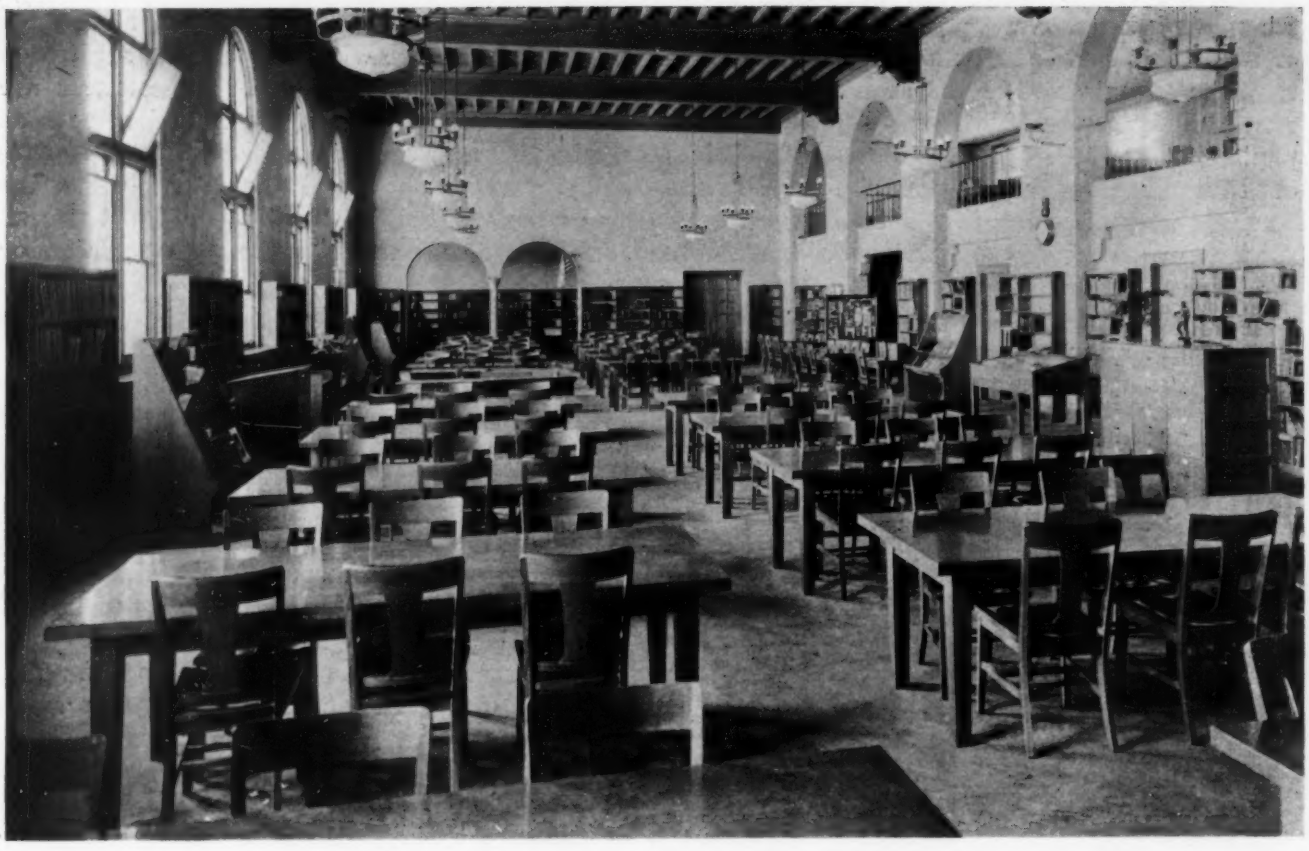
The Score Card for School Libraries that was developed from data obtained under the leadership of the American Library Association attempts to evaluate library facilities under five general heads as follows: library service through the librarian; service through use of the library; service through the book collection; maintenance and control; service through library room and equipment.

While this score is by no means complete, it is eminently suggestive, and no school library should be planned without using it or similar data as a check. For effective use, the score should be published, accompanied by an explanatory manual. The "explanation" published in connection with the score card in the 1928 Library Year Book[1], has a good deal of the material necessary for such a manual which could easily be made available for use.

[1] School Library Year Book No. 2. Educ. Com. Amer. Lib. Assn., Amer. Lib. Assn., Chicago, 1928.



This floor plan shows how a school library may be advantageously located near a study hall.



A well equipped library is that of the Santa Monica High School, Santa Monica, Calif.

One of the first steps necessary for the formation of a library is the employment of a librarian. Teachers are not librarians. Librarians have been trained in library organization and management. They will require a standard of library organization and deportment. Where six or eight teachers "sit" in the library for a period a day, the school does not and cannot have library service. No one is responsible for the room under these conditions, and no one can be.

The business of the librarian is threefold. She must organize the work so that books are easily available. She must routinize the details of her work efficiently. She must be free, or have trained assistants available, for pupil leadership. In junior high schools, pupil guidance is of major importance. If effective here, its need should decrease a little in importance as the pupil progresses through high school and junior college.

The librarian should never become the textbook clerk. Clerks can be had for such work at clerks' wages. The burden of ordering, cataloguing, circulating, mending and binding, necessary in any library, is in itself an undesirable but unavoidable interference with the librarian's time for leadership. Shouldering textbook care and distribution upon her is an additional interference to be avoided because it makes a clerk of the librarian, it disturbs her work as a leader, it demands usable and needed shelf room and it takes the librarian out of the library, with resultant disciplinary troubles.

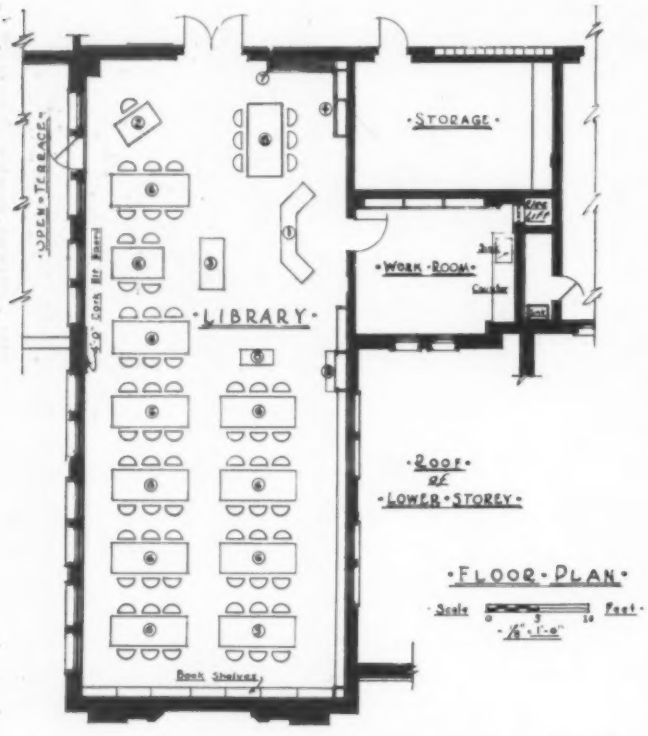
In addition to training in the technicalities of library management, the school librarian should have a technical appreciation of her relationship to the teaching processes involved. In order that this may be unbiased, it is desirable organizationally that the library be a separate department rather than a part of the English, classics or liberal arts departments. These factors suggest the three major objectives to be met in selecting and employing librarians: (1) professional library training; (2) professional educational preparation; (3) administrative freedom.

Outstanding problems that are closely interwoven with the process of library organization are those that deal with book availability and care. These problems may be classified as follows:

1. Book availability for groups who cannot come into the library, such as classes in various rooms conducted on the recitation-supervised study plan, and for departmental libraries that need reference material at the place where work is being done. The usual book withdrawal machinery must be considered also.

2. Quick efficient book service for patrons using the library. The usual organizational

schemes are the separation of the library counter or rooms into service in limited fields of information, the organization of the reserve book room, controlled by a turnstile or otherwise, into which pupils may go and work directly from the shelves of specially collected reference material, the adaptation of special mechanical devices for speed in receiving and disbursing books, such as the book chute and the book trough, and the organization of special tables, rooms or nooks, where teachers or advanced pupils may have continued undisturbed access to library facilities,



1 is the charging counter; 2, the librarian's desk; 3, display case; 4, expensive books; 5, faculty table; 6, students' table; 7, magazine rack; 8, card index; 9, reference case.

usually accomplished through small private study rooms or stack "carrels."

3. Professional library service as to organization for speed and efficiency, automatic checks on books, intelligent and sympathetic consultations with departments over reference materials and personal consultations with pupils.

Two of these items, the book trough and the book chute, may need explanation. The trough is a light V-shaped wooden contrivance into which reference books for a room may be placed for delivery. Some schools use the troughs on a stand or table, in place of book shelves.

The purpose of the book chute is to facilitate the sorting of reserve books, making them immediately available for the pupils of the period following their use. The returned books are slipped into slots which lead by chutes to sorting tables. Clerks seated at the sorting tables return the charge cards and rack the books by subject on shelving directly above them. These racks are convenient to the charging desk, and as soon as the books reach the shelf they are at once available for recirculation. Librarians cling to the use of the changing desk because it eliminates all possibilities of unidentified book mutilation or theft.

The Study Hall and the Library

These contrivances are a recognition of the fundamental impossibility of running a separate library and study hall. Attention is called to the fact that working in a library is studying. The library exists in the school that pupils may gradually develop independent study habits. There is a marked tendency to-day to separate the library and the study hall. Such a policy is educational suicide. These rooms must remain one in fact, by juxtaposition and connection, or by carrying the books to the study area, as in the case of the recitation-supervised study period. Actual separation of these two rooms usually results in textbook education and in smaller schools the library is often locked up because the school cannot afford to run a library and a study hall or because pupils excused from the study hall to the library do not behave well in the corridors. In colleges and universities, the library is the study hall. In many of our most successful small high schools the study hall has been happily omitted and all progressive elementary teachers attempt to bring reference material into the classroom (study hall) itself. Every educational consideration leads us to plead for a library-study hall unit.

The library-study hall unit has been frequently criticised on the following counts: It crowds the library and encourages disorder; it makes a disciplinarian out of the librarian; it results in book thievery; it congests the charging desk; it is noisy; grit and dust are tracked into the room with consequent injury to the books. All these criticisms, however, have to do with management. They contain no fundamental denial of the educational principles stated, all of which are successfully applied every day in both public and school libraries by proper anticipation and organization.

A crowded library is a concrete warning that larger facilities are needed. Room for expansion should always be provided in the original plans. Disciplinary problems arise from poor control, poor room layout, an insufficient library force, noisy floors, reverberating walls, poor organization at the charging table or crowded seating. Thievery may be eliminated or greatly reduced

by keeping the entrances and exits under control, by reserve book stacks or rooms, by properly catalogued books, by fines for delinquencies and by closed stacks in whole or in part if conditions demand it. A congested charging desk may be relieved by additional counter space and more clerks, by segregated places for drawing reserved books such as English, science or history, by separate turnstile controlled reserve book reading areas or by book chutes and sorting shelves. Noise may be eliminated by cork linoleum, by first-class automatic furniture, by acoustically treated walls, by a quiet exposure and by vestibuled entrances.

The schemes and devices that have been listed suggest a second set of arrangements demanded for efficient organization. We have discussed the primal aspects of book circulation and care. We now list some of the minor but essential requirements of library organization. These are divided into the several topics they seem to fall under naturally: the organization of the library as a cultural center—bulletin board space for the display of artistic prints and posters, the use of paintings and statuary as decorative elements and display cases for interesting collections; public convenience and the library—a central, convenient location, toilets for each sex and adequate facilities for umbrellas, rubbers, coats, hats and extra books; provisions for the receiving and care of books—convenient delivery to the librarian's workroom or rooms, space to open crates and to catalogue books, space for book catalogues and desk where book orders can be made out and space and facilities for book repair.

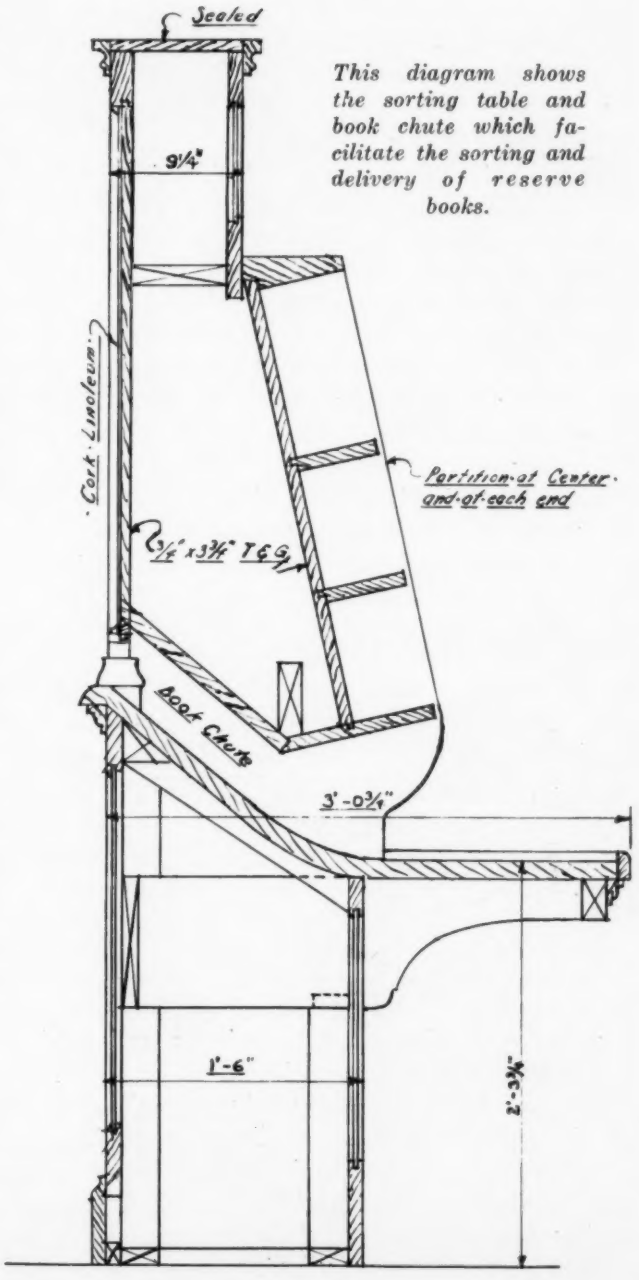
Providing Display Space

Display space is often provided all around the library, for tacking up prints and posters. In large high school libraries or high school-junior college layouts, the charging room is often designed to be an art center and special art display rooms are provided. Mottoes, decorations, statues and pictures are desirable in all types of school libraries for their cultural effect. They may be effectively used by the architect in any of the public rooms. Display cases are always a part of any art display room. In small libraries display cases may dwindle to one case in the library, but the example of systematic collections should always be kept before the pupils.

There is little need to discuss the requirement of public conveniences near the library. In a small school in which pupils' lockers or cloak rooms are available at all times, special cloak rooms are not a problem. When the library becomes a separate building, however, a vestibule connecting with cloak room and toilet facilities becomes essential. Incidentally, a vestibule is a needed buffer against confusion and noise.

Libraries in schools of 500 or more will be handicapped without adequate facilities for the receiving and uncrating of books. Delivery wagons should be able to back up to a receiving room door. In schools of 2,000 pupils or less, this room may be a general place for the reception of all bulk deliveries. But it should connect by door, stair or lift to the librarian's cataloguing room. The working facilities of a library will vary from one small workroom-office, to the elaborate accommodations shown in the accompanying illustration of a high school-junior college library.

The architectural problems of library planning



This diagram shows the sorting table and book chute which facilitate the sorting and delivery of reserve books.

deal with size and type, construction, adaptability, comfort, arrangement and esthetic effect. We have already discussed these items in a general way. We shall approach them now in a more detailed manner, considering the information an architect would need to plan intelligently.

Four general types of high school libraries are in vogue to-day. They may be classified as the junior high school library, the small rural high school library, the urban high school library and the high school-junior college library. Each of these must be in some manner a functional expression of the fundamental library needs we have just discussed. In addition each must be an interpretation of the special school situation it represents.

The characteristics of the junior high school type are open stacks, real librarians' service, good study supervision and a wealth of material. The library should always be the study hall or should connect with the study hall. The studying done under supervision in the classroom period, of course, offers an exception.

The small rural high school should always be a unit, with a trained librarian in general charge and pupil assistants. This is the only way to secure adequate organization and the preservation and binding of current magazines.

The urban high school library, because of the large number of pupils housed per period, usually has one or more study rooms near the library. Sometimes it divides itself into general and special rooms.

The high school-junior college type is nearly always a collection of specialized rooms. The charging room, the main reading room, the bound magazine and reference room, reserve book reading rooms, stacks, offices, seminars and exhibit rooms are commonly found.

The advent of the sixty minute recitation supervised study period has affected these various types by lessening the load per period and by requiring space and apparatus for continually collecting and disbursing to the various classroom study areas. Storage for extra book wagons and book troughs and extra work space in the stacks are characteristic needs.

When the enrollment is known, rough estimates of the seating capacity needed may be made. From a partial compilation of conditions in California high schools we have devised the accompanying table, which we use as a check against the space allotments made by architects.

These figures are by no means conclusive but they are indicative of present field conditions, which have great fluctuation in maximum loads due to freak programing and to too little actual study time in school. Since the miscellaneous group represents those using the library only, it is a fair field gauge of library use. It is interesting to note that this approximates the N. E. A.'s Standard Library Organization and Equipment Report,[1] which advocates 10 to 15 per cent of the average daily attendance in library seating, 10 per cent for small schools and 6 to 10 per cent for high schools of 2,000 or more. From these data the total minimum seats for library and study hall, or the need in the library alone, can be computed.

There is some variance in the number of books needed per pupil. This has been estimated at various times at five, six, eight and ten, and the last figure is undoubtedly not exorbitant. Shelf space approaching this figure, with ample room for growth should be provided. For a rough estimate of the total space needed, the practice is to allow twenty-five square feet per reader. This allows for an ordinarily complete system of accommodation and service.

Fireproof or semifireproof construction is desirable. Libraries house a costly investment. The type of structure should be discussed in this light, and a class of building required that cuts fire risks down as much as funds permit. Every library should be capable of future extension. In small schools this may be provided for by adjacent classroom areas into which the library-study hall can spread. In large schools, growth is best

TABLE SHOWING THE RELATIONSHIP OF PUPILS IN LIBRARY AND STUDY HALL TO THE STATE ENROLLMENT IN FIFTY CALIFORNIA HIGH SCHOOLS

Size of School	*Eight Period Program*	*Supervised Study (Six periods)*	*Percent Maximum Load Is of Enrollment*	*Percent Average Load Is of Enrollment*
40 to 200	v		36 to 45	25
201 to 500	v		About 25	20
501 to 1000	v		About 22	16
1001 and up	v		About 18	11
Miscellaneous group		v	About 17 (Library only)	10 (Library only)

[1] C. C. Certain, (Chairman) National Education Association, Report of Committee on Library Organization Equipment, 1916.

The library of the Glendale Union High School, Glendale, Calif.

accommodated by removable filler walls in the ends of the main rooms or by a growth in specialized rooms, tended to relieve the load on the main reading room.

Adaptability of the library is too often directly dictated to by the general architectural scheme. When a general style is adopted, it is desirable, of course, to maintain it, but when the library must be designed exteriorly to match some other unit of a balanced plan, havoc is often played with the amount of light, the exposure and the interior arrangement. Libraries are individual in nature and are absolutely dependent on functional arrangement for their effectiveness. To this end, they should be kept free from the limiting dictates of the balanced plan. When allowing for the growth of a school library building, it is desirable that the front façade be planned in the original unit. Permanent approach walks and landscaping are then possible and extensions can be made in the rear without disturbing the permanency of the original façade.

The materials used by the architect should be carefully selected for their adaptability to library needs. Some of the qualities required are: sound deadened walls; quiet rooms; heat insulated walls and roof; a quiet flooring; fireproofness; long wearability.

The comfort of the patrons is partially assured by these requirements, and by such other standards as: quiet exposure; an exposure protected from dust and grit; ideal natural light, with adequate natural ventilation and durable window operators; ideal artificial light, with circuits arranged to light the inner side of the room only, if necessary; effective mechanical ventilation.

Every library plan should indicate functions and should plot the furniture in the room or rooms. Unless this is done, no adequate check of the plans can be made. It is fundamentally important that school libraries be simply arranged. Since school finance does not permit an overabundant executive force, administration by a minimum staff is necessary.

Library light should be carefully planned. In volume it should equal about one-fifth of the floor area, perhaps one-sixth in Southern climes. Bookcases are usually desired all about the room. For this reason the sills of library windows are often six or seven feet above the floor. This high light is particularly desirable, but problems of shade control and window operation arise as a result of it. Shades should be installed to pull from the bottom upwards and are usually installed at two or three intervals on the long vertical window openings. Often venetian blinds are a solution. Window operators are usually chased into the wall and their gears and shafts covered over with finish construction. A removable crank is the usual means of operation. The operation

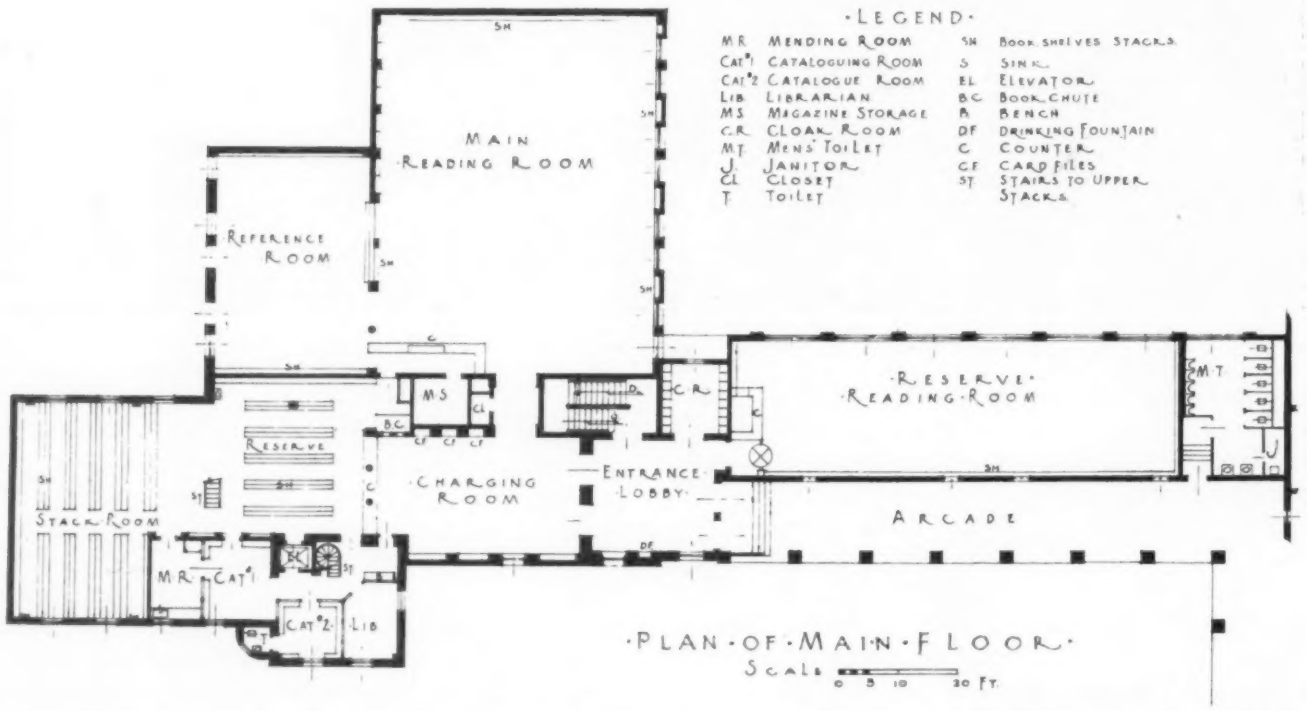
of windows by pole is undesirable. Such operation is noisy, inconvenient and dangerous to the glazing.

Great care should be taken to be sure the library meets modern standards of heating and ventilation. Clean, moist air at a moderate temperate is essential to study. All the problems of arrangement previously discussed are also the architect's concern. When these are solved he is free to consider his esthetic problem. In the small high school, this is largely a problem in interior design and frequently adequate funds are lacking. It is the architect's responsibility to create a room of dignity, refinement and beauty. In a simple way it should be an apt expression of the cultural idea. Flimsiness, gaudiness or overdecoration have no place here, and the architect may well turn for inspiration to the incomparable examples of medieval architecture or to the delicate finesse of Sir Christopher Wren. His final result should be an atmosphere of spaciousness and unaffected beauty that might well command a feeling of mingled admiration and awe.

When the library becomes a separate wing or building, the architect has further possibilities of increasing his esthetic effect. There are the approach, the entrance and the architectural pile to consider. Although libraries have little in their functional needs that permit of balance, many of our designs attempt this solution. The problem seems easier when each room is designed in size to fit its own needs, and the whole gathered into an architectural composition. Towers are permissible in libraries, and those of college caliber may house regular or special stacks or offices.

This brings us to the fourth of the five essentials of library organization—suitable furniture. For convenience our topic may be divided into three parts: furniture art and durability; furniture and equipment mechanisms; arrangement.

The genuine artist-architect will be as interested in the furniture of his rooms as he is in the rooms themselves. Here, however, he is doomed to a disappointment, for ideals of durability and dustability have dictated most of the design out of current library furniture. Moreover, most of the companies have "standardized" on a "derby oak" finish, entirely unsuited artistically for library uses. Let us hope that between the architect, the educator and the general trend of the times, standard library furniture will soon grow out of its present case of "derby oak missionitis," and develop fittingly in color and design. Library furniture companies do have beautifully designed furniture in acceptable colors but they are still to be purchased at special prices only.



No one can criticize the construction or quality of finish used in manufacturing modern library furniture. On these two points manufacturing companies are to be highly commended. They are open to further congratulation for having upheld their quality in the face of competitive lines and of the cheap design and construction resorted to in other branches of furniture manufacture. No library can afford to purchase other than standard equipment.

The success of any library is largely dependent on the mechanics of its equipment. Standard

cards, drawer files, picture files, magazine racks, new book displays and reference cases are all the result of years of library experience. They are quiet, efficient and adapted to library demands. Shelving is of lasting quality as regards span, adjustable mechanism and interchangeableness. Steel stacks are designed to last indefinitely and to extend upwards as conditions demand.

Furnishing the Library

Perhaps it may be appropriate to list here the furniture ordinarily found in the high school library: steel or oak standard library wall shelving; steel stacks, reserve or otherwise; reference book shelves—encyclopedias, atlas, dictionary; magazine racks; bound magazine shelving; book and catalogue storage in the catalogue room, the mending room and the cataloguing room; special cases for expensive books, locked; reading tables, chairs and special provisions for pupils and faculty; repair and cataloguing tables; librarian's desks—an office desk, a consultation desk and a charging desk with a cash drawer, card file drawers and adequate charging and book receiving machinery; display facilities for new books, for collections in cases, for wall displays and for hall and library bulletin boards; catalogue drawers; mounted picture files; space for the book truck or trucks.

The spacing of chairs, tables and files is standardized and may be learned from any library furniture manufacturing company. The architect should show these items or their counterpart on his preliminary studies of the library.

The last major essential of a library we are to discuss is the reading material. It is not our purpose to do more than indicate its general character and the gross requirements necessary to house it properly. In a general way the material catalogued in a library will consist of books, magazines, bound magazines, newspapers, documents, dictionaries, encyclopedias, atlases and other references, books, newspaper clippings and mounted pictures. The major problem is one of shelving medium sized books. Because of the great diversity of subject matter and purpose, however, there are books of odd size within most of the major fields catalogued. For this reason some libraries prefer to standardize on ten-inch shelving. Most libraries, however, use eight-inch shelves for 70 or 80 per cent of the shelving provided.

We have already noted the need to provide space for from five to ten books per pupil. A small high school will often subscribe for from fifteen to twenty magazines and a large school for as many as fifty or sixty. Magazine display and bound and unbound magazine storage should be provided in proportion. Standard files for the other material listed are needed.

All of the principles discussed in this paper apply to all types and sizes of high school libraries. The manner of their application will vary with conditions, so that what is expressed as a room in large libraries may dwindle to an insignificant space in small ones. Because we believe the principles underlying library organization are constant, we have developed a checking list or score card for evaluating the areas or buildings occupied by high school or small college libraries. We have used the score enough to test its value in library diagnosis and planning. It is printed here.

Scientifically this score card may be open to serious criticism. It attempts to evaluate a great many items that may seem entirely too subjective to secure reliable judgments. However, once the functional needs and relationships of the library are admitted, understood and illustrated, a great deal that at first appears as subjective will become quite objective.

SCORE CARD FOR JUNIOR HIGH, HIGH SCHOOL AND HIGH SCHOOL-JUNIOR COLLEGE LIBRARIES

I. SITUATION AND LAYOUT, 220

A. General Environment	30
1. Attractiveness	5
2. Nearness to fire risks, dust, noise, smoke, bad odors, etc.	8
3. Relation to natural breezes	7
4. Is relation of approach walks or connecting corridors good?	6
5. Adequacy of approach walks and halls	4
B. Library as Related to Public Service Rooms	40
1. Relation to toilets for each sex	10
2. Relation to hat and cloak facilities	8
3. Vestibule or other baffle entrance	6
4. Relation to stairways, entrances and public lifts	10
5. Adequacy of stairs, halls, entrances, etc.	6
C. Internal Relationships	100
1. Public circulation within the library room or rooms	50
2. Separation of staff and public areas or rooms	25
3. Interrelation of staff rooms or areas	19
4. Relation to delivery	6
D. Future Extension	50
1. Of main reading room	25
2. Of auxiliary areas	10

3. Of stacks 15

II. THE BUILDING, 225

A. The Type of Building 65
1. Durability of materials (foundation, walls, floors, roof and attic) 20
2. Adjustability of materials where future extensions may be needed 10
3. Fireproofness of materials 20
4. Height of rooms and areas 15

B. Adaptability of Materials 45
1. Quiet floors and floor coverings .. 14
2. Acoustics 10
3. Sound penetration between working and reading areas 4
4. General adaptability of floors, wainscot and trim to cleaning . 7
5. Wearability of floors, wainscots and trim 10

C. Natural Lighting of Rooms 45
1. Glass area 20
2. Source position and distribution . 15
3. Light regulation 10

D. The Exterior Architecture 30
1. The landscaping 6
2. Art in the exterior approaches ... 4
3. The general color effect 5
4. The architectural pile 15

E. The Interior Design 40
1. Design refined and cultural 25
2. Colors suitable and harmonious .. 10
3. Harmony between built-in furniture and general design 5

III. SERVICE SYSTEMS, 180

A. Heating and Ventilation 65
1. The kind 25
2. Installation 15
3. Natural and mechanical ventilation 10
4. Distribution and regulation 10
5. Temperature control 5

B. Fire Protective Materials 25
1. Fire exits and escapes 12
2. Extinguishing apparatus 8
3. Fire doors and partitions 5

C. Cleaning System 20
1. Kind, installation and efficiency .. 20

D. Artificial Light 25
1. Illumination and distribution 15
2. Control system 5
3. Fixture art and appropriateness . 5

E. Electric Service 10
1. Book lift if needed 3
2. Interphone service if needed 2
3. Program bell service 5

F. Water and Gas 15
1. Drinking founts: adequacy, situation 4
2. Washing facilities: adequacy, sanitation 2
3. Water and sink for mending purposes 6
4. Gas and plate for mending purposes 3

G. Toilet Facilities 20
1. Adequacy and sanitation 15
2. Facilities for staff if needed 5

IV. LIBRARY ORGANIZATION PLANNING, 375

A. Functional Areas and Capacities 165
1. Adequate main reading area or room 35
2. Adequate shelving or stacks 20
3. Adequate reference area or room. 12
4. Adequate reserve book room or area 18
5. Adequate special material files and display 12
6. Adequate wall and display case .. 15
7. Adequate library classroom, or room available for this use 5
8. Seminar rooms, study rooms or stack carrels if needed 10
9. Faculty study rooms or areas 10
10. Adequacy of charging desk, devices and equipment 20
11. Adequacy of receiving room, and service to workrooms 8
12. Adequacy of librarian's office, cataloguing, ordering, mending and storage rooms or spaces 10

B. Supervision and Control 50
1. Ease of public room supervision .. 15
2. Ease of work space supervision .. 10
3. Availability of librarians for consultation 20
4. Adequacy of book control machinery 15

C. Service 85
1. Book availability in library 40
2. Special material availability 10
3. Availability of librarians for consultation 20
4. Book availability for classroom or departmental use 10
5. Book availability for faculty 5

D. Furniture 75
1. Durability of furniture and display 30
2. Design, color and finish: furniture and display 20
3. Arrangement: furniture and display 20
4. Quality of furniture and display mechanical equipment 5

The total of the points allotted under the various headings is 1,000.

Are Your School Names an Asset?

Hundreds of young Americans are every year absorbing some of the ideas and ideals of the great statesmen, presidents, poets, inventors and scientists whose names their schools bear

By WALTER CROSBY EELLS, School of Education, Stanford University

AT A recent convention held in a Western city, music was supplied by the boys' glee club of one of the local junior high schools. Those who heard these hundred or more eager young voices will not soon forget the effect produced by their school song in which over and over occurred the jubilant refrain, "Woodrow Wilson Junior High School—Woodrow Wilson Junior High School." One felt that the thrill and enthusiasm that they put into each repetition of the phrase inevitably must reflect in their lives something of the idealism of the great educator-president for whom their school was named.

At a recent commencement of a certain high school named after Thomas Jefferson, in the foreign section of a great seaport, each of the pupil speakers referred in some way to the ideals of the great exponent of American democracy whose name was borne by their school.

Hundreds of budding young Americans in these two schools each year are absorbing, perhaps unconsciously but nevertheless truly, something of the ideas and ideals of these two great leaders who did so much to establish and to preserve American democracy. Such instances could be multiplied indefinitely. Who will attempt to measure the influence being brought to bear on the plastic minds of the young who, year after year, pass through the public schools named after national heroes, where the pupils constantly associate the learning process with the name of some great leader? What proportion of the schools of the country are so named? Judged by these names, who are our national heroes? Who compose the true national Hall of Fame? What's in a name? In particular, what's in the name of the great American public school?

How City Schools Are Named

To answer these questions objectively, an analysis has been made of the names by which the public schools are known in the sixty-eight largest cities in the country. These are all the cities that, according to the last federal census, had populations in excess of one hundred thousand. They contain over a fourth of the population of the nation, with probably six or seven million school children. In them are over sixty-six hundred public schools, both elementary and higher. It may thus be estimated that there is an average of approximately a thousand children to each school—a thousand children being imbued more or less unconsciously each year with the name and inspiration of a great national leader, or a thousand children deprived of such inspiration. For one significant fact discovered was that only half of these schools bear the names of persons of either local or national prominence. Almost a thousand schools in these cities are known only by number, like criminals in a prison; almost as many more are designated by the names of streets or even by street intersections, while the names of the others are miscellaneous in character.

Numbered Schools Are Uninspiring

It is difficult to conceive of a display of ardor and loyalty on the part of a glee club for "Public School Number One Hundred and Forty-Six" or to picture young graduates waxing enthusiastic over the ideals suggested by attendance at the "Seventeenth Street School." Fractions have an essential place in the educational scheme, as Young America learns, often with grief, but one wonders whether pupils attain any greater love for them by spending their school life in "Public School Ten and One-Half" or in other fractionally numbered schools found in a certain Connecticut city. No section of the country has a monopoly on numbered or "streeted" schools. They are found from New York to Los Angeles, from Milwaukee to New Orleans. Buffalo and Providence, Indianapolis and Atlanta are arch offenders, but there are many others. Geographical names are also common. East, west, north, south or central may be excellent geographical designations, but their inspirational quality is not high when used as names of public schools.

Let us see who are the great national heroes whose names are most frequently before the children of the nation, as determined by a study of the names of schools in these sixty-eight leading cities. The greatest of all, according to this criterion, is Abraham Lincoln. There are no less

than fifty-five Lincoln schools in these cities. Over fifty thousand children are thus intimately associated annually with the name of the Great Emancipator.

The next four names are of almost equal rank, each having been given to from thirty-five to forty schools each. In order, they are Washington, Franklin, Jefferson and Roosevelt. Three of these were founders of the nation, who have had over a century to make their places secure. Patriotism, sagacity and democracy are constantly suggested to the pupils in the hundred and more Washington, Franklin and Jefferson schools. But the surprising feature is that, though barely a decade has passed since Roosevelt's death, his name is already so permanently established in national esteem. In another decade, as additional buildings are constructed and named, he may outstrip all others, except possibly his own great ideal, Lincoln. One city, whose schools are prevailingly designated by names of streets, has only a single school named after a man and that man is Roosevelt. Pittsburgh also has a Quentin Roosevelt school, commemorating Roosevelt's youngest son who was killed during the World War. There is something particularly appealing about the virile vigorous Roosevelt as an ideal for the younger generation to have constantly before them. Author, soldier, naturalist, explorer, prophet of social righteousness—he seems to occupy a unique place in American history. Will not the hearts of some forty thousand embryo American voters studying each year in Roosevelt schools beat a little stronger and more loyally for the experience?

Outstanding American Heroes

Following these five leading Americans, the next ten in order, with twenty to thirty schools each named after them, are McKinley, Garfield, Webster, Grant, Longfellow, Hamilton, Irving, Jackson, Whittier and Madison. These fifteen, with the other five mentioned, may be considered the outstanding American heroes. Nine of the fifteen were presidents of the country and three others, Franklin, Hamilton and Webster, were great statesmen who did not reach the presidency. Martyrdom seems to be a sure road to high placement in this Hall of Fame, McKinley and Garfield leading the second group, and Lincoln outstripping all others. Three of the fifteen are men of literature—Longfellow, the well loved American poet; Irving, the Knickerbocker essayist and Whittier, the Quaker poet of the simple life. The group of fifteen notables give their names to 450 schools. Each year nearly a half million school children are an integral part of them, and the names of these great men are daily on their lips in song, in cheering and in conversation, and are in constant association with their school experience.

Another group of fifteen may be considered stars of only slightly lesser magnitude. Those credited with having twelve to nineteen schools each named after them are Emerson, Lafayette, Mann, Marshall, Lowell, Cleveland, Hawthorne, Monroe, Adams, Bryant, Wilson, Peabody, Sumner, Frances E. Willard and Booker T. Washington.

Who Comprise This Hall of Fame?

A third group of twenty persons, with eight to twelve schools named after each, includes in order the following: Edison, Audubon, Bancroft, Columbus, Sherman, Phillips, Burroughs, Stowe, Frederick Douglass, Lee, Benjamin Harrison, Dunbar, Fulton, Harding, Holmes, Parker, Alcott, Patrick Henry, Penn and Stephen A. Douglas.

These fifty names, then, comprise Young America's real Hall of Fame, not statues in a distant city but vital, throbbing, intimate, although often unconscious, influences in the daily school lives of thousands of pupils. Fifteen of the group were chief executives of the nation, and eight others were statesmen. Twelve were literary characters. Four were educators, three were reformers and three were primarily soldiers. Two were inventors, two were naturalists and one was the discoverer of America. Of the entire group, three were women. Three others were Negroes.

In point of time they range from Columbus, Penn and Franklin to Roosevelt, Harding and Paul Lawrence Dunbar. Half of them were born before 1807; only five were born after 1850. The revolutionary period is represented by Washington, Franklin, Jefferson, Hamilton, Lafayette, Henry and Marshall. The antislavery struggle is commemorated in the names of Lincoln, Douglas, Sherman, Grant, Sumner, Phillips, Garfield, Lee, Whittier and Mrs. Stowe. The rôle of the public school in healing the sectional animosities caused by the Civil War is perhaps nowhere better illustrated than in a Texas city where schools are found harmoniously existing bearing the names of Grant and of Lee, of Sherman, Stonewall Jackson and Jefferson Davis.

No less than thirteen of the fifty in this scholastically determined Hall of Fame were born in Massachusetts. Nine were from Virginia and eight were born in Ohio. Only four were of foreign birth—Columbus, Penn, Lafayette and Hamilton.

Numerous schools are named after distinguished foreigners but not often enough to be

included in the group of fifty already named, except for Lafayette and Columbus. Thus there are schools named after Gladstone, Cromwell, Kosciusko and Foch; after Tennyson, Shakespeare, Ruskin, Milton, Dickens, Browning, Dante and Goethe; after Copernicus, Galileo, Pasteur and Darwin. Perhaps the largest group of schools bearing British names is to be found in Chicago. Here are schools named after Gladstone, Burke, Darwin, Drake, Burns, Drummond, Shakespeare and Tennyson.

Fifteen of the thirty-one presidents of the United States are represented in the list. Detroit already has a Coolidge school and doubtless schools named after President Hoover will soon be found. Washington, D. C., appropriately, is best provided of any city with schools named after the presidents. With three exceptions, every occupant of the White House from Washington to McKinley has a school named after him in the capital of the country.

The literary men and women include a distinguished group of a dozen poets, essayists, novelists and historians. This American literary roll of fame includes in order of frequency the names of Longfellow, Irving, Whittier, Emerson, Lowell, Hawthorne, Bryant, Bancroft, Stowe, Dunbar, Holmes and Alcott. The distinguished editor of the *Atlantic Monthly* outranks the Autocrat of the Breakfast Table, but is himself outranked by the Sage of Concord. The Quaker poet is better known than the youthful author of "Thanatopsis," but not so much so as the creator of the "Psalm of Life." Just failing of inclusion in the literary group, with four to six schools named after each, are Francis Scott Key, Eugene Field, James Whitcomb Riley, Mark Twain, Stevenson, Lanier and Poe.

Educators Are Not Well Represented

Strange to say, not over four of the group can be classified primarily as educators. Horace Mann, of course, occupies a position above all others. Attorney, congressman, educational reformer, first president of Antioch College, Yellow Springs, Ohio, America's greatest educational statesman who did more than anyone else to make possible the free American public school, Mann deserves to have more than seventeen of our cities honor a school with his name. The other educators are George Peabody, primarily a merchant prince but remembered as the first great educational philanthropist; Booker T. Washington, the premier Negro educator, and Francis W. Parker, who revolutionized instructional methods in the elementary schools a generation ago.

Other educators who are not included but for whom one to five schools are named include W. T. Harris, Henry Barnard, C. W. Eliot, W. R. Harper, Ezekiel Cheever and Mary Lyon. Foreign educators include Froebel, Pestalozzi and Comenius. Pennsylvania even has a city with an Osceola school, commemorating the Utopian school system outlined by the Stanford educational leader, Dr. Ellwood P. Cubberley.

How Militarists Rank

Do the opponents of militarism in the public schools have any grounds for complaint from the standpoint of school names? Washington, Roosevelt, McKinley, Garfield, Grant and Jackson were all soldiers, but they are remembered primarily as great statesmen and presidents. The only names distinctly military are those of Lafayette, Sherman and Lee. Incidentally, the last two, leaders of opposing forces, are credited with the same number of schools, ten each. In a list ranking lower than the first fifty were found such military and naval heroes as Nathan Hale, Ethan Allen, Sheridan, Logan, McClellan, Farragut, John Paul Jones, Pershing and Foch. It is shown, however, that undue prominence has not been given to militarism by the fact that more schools are named after the three poets, Longfellow, Whittier and Bryant, than after the entire dozen military men; that schools have been named after Emerson, Irving and Lowell as frequently as after the entire group of militarists.

The three classed as reformers include Wendell Phillips, preeminently the orator of antislavery; Frederick Douglass, the Negro orator and journalist, and Frances E. Willard, the Woman's Christian Temperance Union forerunner of the eighteenth amendment.

The two naturalists are James John Audubon and John Burroughs who have aided so greatly in interpreting and popularizing the world of birds and flowers for the rising generation. It would be interesting to learn whether the graduates of schools bearing their names have a greater interest in nature study or produce a larger proportion of naturalists than schools known only by street names or prosaic numbers. Other naturalists not included in this Hall of Fame were Burbank, Agassiz, Le Conte and Muir.

Two of the fifty were inventors. The men most worthy of memory from this standpoint are the inventor of the first successful steamboat and the wizard of electricity, Fulton and Edison. Edison is the only one of the entire group of fifty who is still living.

No musicians or artists are included in the list, although Mozart, Chopin, Beethoven and Michelangelo are represented by one or two schools.

Only three of the group are women. Most frequently honored is Frances E. Willard, then Harriet Beecher Stowe, the novelist of the anti-slavery struggle, and Louisa May Alcott, whose "Little Women" has been such a wholesome influence in so many young lives. About sixty schools in all were named after prominent women. Besides the three already mentioned we find schools named after Betsy Ross, Martha Washington, Julia Ward Howe, Mary Lyon, Susan B. Anthony, Lucretia Mott, Anna Howard Shaw, Jenny Lind, Jane Addams, Florence Nightingale, Clara Barton, Alice Cary and Edith Cavell. Mrs. Shaw, Mrs. Stowe and Miss Nightingale are the only three women whose names were given to high schools.

Negro Leaders Are Honored

An investigation of the names of over three hundred separate schools for the colored race in southern cities shows the great Negro leader, Booker T. Washington, at the head of the list with twelve schools, half of them high schools, named after him. Almost as high on the list, however, stands the great friend of the slave, Lincoln, with ten colored schools named after him. The colored orator and journalist, Frederick Douglass, is commemorated in ten colored schools and the Negro poet, Paul Lawrence Dunbar, in nine. Wendell Phillips, Garrison, Sumner, Slater and Grant are ideals for colored children in two to four schools each. Harriet Beecher Stowe, in spite of the influence of "Uncle Tom's Cabin," is credited with having only one colored school named after her, although nine white ones are so named. One colored school bears the name of the Negro liberator of Haiti, Toussaint L'Ouverture.

The facts reported thus far have applied to public schools of all grades. Especial interest attaches to the names of high schools attended by boys and girls so soon to take their places in the economic and political life of the nation. What are the ideals and inspirations suggested to them by the names of over nine hundred high schools in the leading cities of the country? Here the preeminence of Roosevelt as the great national hero of youth is strikingly manifest. There are more high schools named after him than after anyone else in history. Eighteen Roosevelt high schools are found, as compared with twelve named after Lincoln, and five to nine each after Washington, Jefferson, Franklin, McKinley, Marshall, Wilson, Booker T. Washington, Garfield, Hamilton, Irving and Harding.

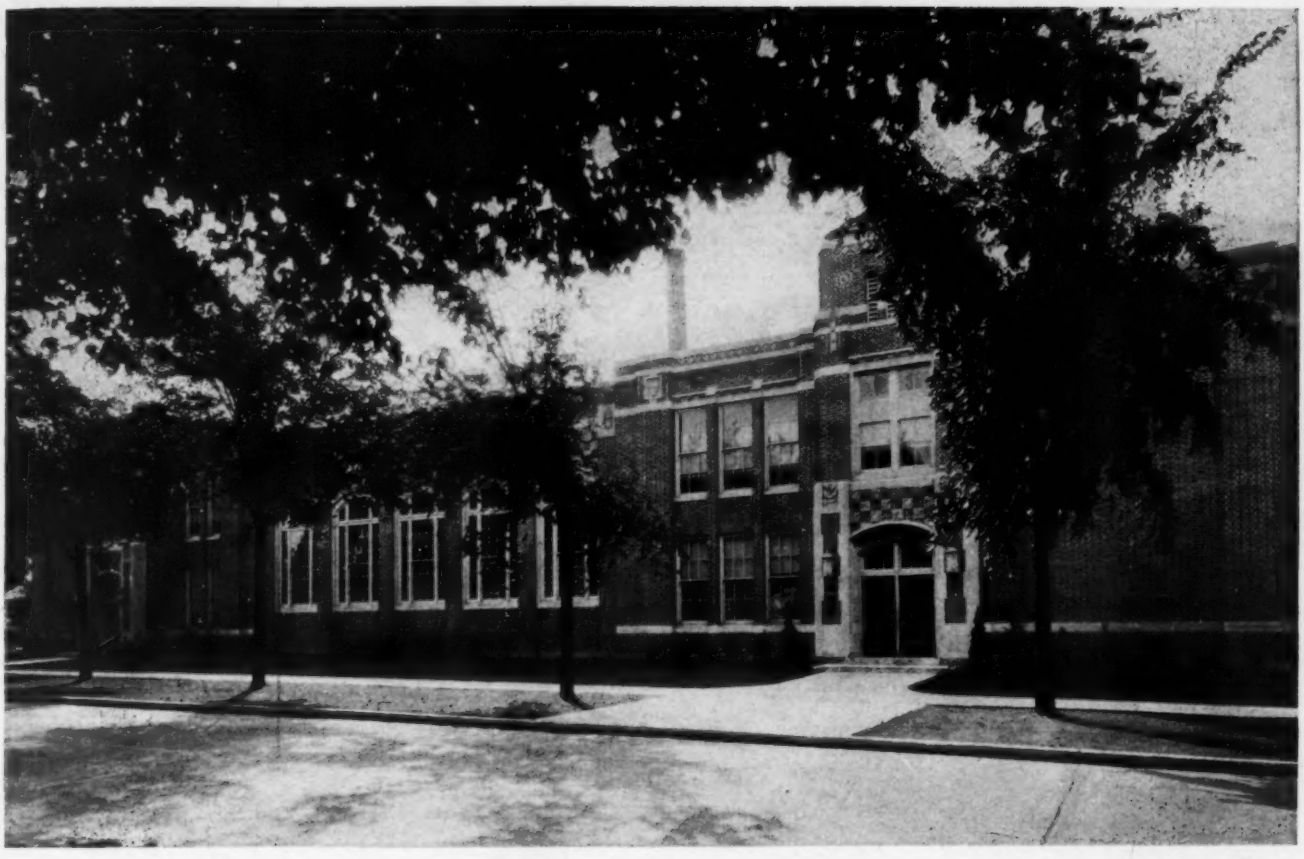
Such is the list of fifty American heroes as they are being daily presented to the impressionable school children and high school youth of the nation. This list represents a truly notable galaxy of men and women whose ideals may well be emulated by the rising generation. But what of the approximately two million children in the same cities who are deprived of the inspiration of attendance at schools bearing the names of such heroes? What of the two thousand schools in these cities that are designated only by number, street or location?

A certain city has two large high schools. One has the double name "Lewis and Clark." Its pupils have constantly before them in picture and in name the inspiration of these two intrepid explorers of the great Pacific Northwest. In the other half of the city the pupils attend a high school bearing the colorless geographical appellation, "North Central." Is there more inspiration for the pupil who attends the "Male High School" or the one who is from the "Roosevelt High School?" Is a pupil likely to develop into a better citizen after eight years in the Washington or Longfellow school than after a similar period in Public School Number Seven and a Half? Are not the millions of children each year attending colorless numbered and "streeted" schools missing something of their birthright? By giving schools meaningless names are not school superintendents and school boards losing a golden opportunity to instil in the minds and lives of untold millions of children something of the influence and inspiration of our great statesmen, presidents, poets, inventors and scientists?

How Ohio Transports Its Pupils to and From Schools

Last year in Ohio 123,634 pupils in county school districts, 3,230 in city school districts and 5,482 in exempted village school districts were transported to and from school each day. This totals 132,346. This would mean, for a nine months' school term, that 23,822,280 school passengers were transported to and from school.

These school children were transported in 286 horse drawn vehicles owned by the board of education, 337 horse drawn vehicles not owned by the board of education, 1,183 motor driven vehicles owned by the board of education and 2,538 motor driven vehicles not owned by the board of education. This makes a total of 623 horse drawn vehicles and 3,721 motor driven vehicles. The trend in Ohio at present is toward more board owned vehicles. It seems also that with the advent of good roads the popularity of "Old Dobbin" is fast waning.



A new elementary school at Grand Haven, Mich.

Acquainting the Layman With School Building Costs

In making estimates, school administrators will have more confidence in the personnel of those engaged in the building field if they thoroughly understand the factors affecting expenses of construction

By ARTHUR R. SHIGLEY, Department of Educational Engineering, Warren S. Holmes Company, Architects, Chicago

EVERY school administrator sooner or later becomes absorbed in the factors affecting school building costs. Ordinarily, he needs this information considerably in advance of actual construction work, and frequently the whole problem is a new experience.

Even to the trained architect a building undertaking is difficult enough but the first inclination of the layman, who is prone to reduce cost factors to such stable elements as sand, brick, lumber and steel, is to conclude that building costs should be determined with almost definite accuracy.

Like the stock market or the weather, however, foretelling building costs is hazardous. Every architect recognizes the fact that a combination of varying factors prevents absolute accuracy and frequently opens a wide gap between estimated and actual costs of the building under consideration.

Nevertheless, estimates have to be made. Early in the building program the amount of the bond issue as well as the size of building or buildings it will provide must be known. Voters insist on this information before casting their ballots. Failure to be specific is interpreted as a definite attempt to cover up or to hedge. Confidence in the personnel of those engaged in the building field may effectively be established if the varying factors affecting costs are more thoroughly understood.

No two buildings are identical either as to size or quality of material, and a strict comparison of their costs therefore is impossible. They may both have approximately the same cubage and

may be built of the same materials, though one may have a considerably larger gymnasium than the other, yet costs of the two differ. High schools contain shops and home economics and science laboratories, and therefore both their cubic foot costs and per pupil costs depart in marked fashion from those of elementary schools of the same pupil capacity. It is obvious that a building in which wood joists, pine trim, common brick exterior and a meager amount of cast stone have been used is less expensive than one containing reinforced concrete slabs, oak or birch trim and a good quality of exterior brick and limestone.

Unit Costs Vary

Unit costs of smaller buildings of the same type of construction are greater than those for larger buildings, for the same reason that unit production costs grow less with increased quantity output.

Geographic location affects building costs. Buildings within the laboring districts of large cities are generally more expensive than those in more remote sections. The proximity of the supply of materials, of freight and trucking facilities, and of the point of delivery on a railroad are reflected in costs. The nature of the site, whether it is supported by quicksand, clay, gravel or granite, is important. I know of one building that cost one-half cent less per cubic foot because the entire amount of gravel required in construction was found in the basement excavation. Buildings in New England and in the East in general cost more per cubic foot than those in the Middle West or West.

Seasons Affect Prices

Seasonal variations affect cost. Early in the year, when work is being anticipated, when there is always some doubt as to just how much work there will be to keep the equipment occupied and the foremen busy, thus cutting down the always present overhead, contractors are inclined to sharpen pencils to fine points. As the summer wears on, this enthusiasm wanes. Fewer bids are received and a feebler attempt made to secure favorable sub-bids. Not only does every year have its crest and trough but, stretching over the periodic cycles due to changing economic conditions, the cost line follows a sinuous course. After the war, the graph shot rapidly upward, dropped gradually, and has remained on a fairly even keel since 1925. There is scant likelihood that its direction will be seriously altered in the next twenty-five years.

This picture shows the kindergarten room in the Franklin Elementary School, East Chicago, Ind.

A fourth and less tangible group of causes affecting school costs has developed from the gen-

eral conditions that exist in contracting work.

Some contractors are careless in estimating. Every architect is familiar with the wide range of bids received on each job. How is it possible that estimates on a specific school building ranged from $91,000 to $110,000? The conditions were exactly the same for each bidder and a majority of the sub-bids were submitted by the same firms. In this particular case the low responsible bidder offered an estimate $6,000 less than that of the next higher. Suppose, for instance, that he had been indisposed at the time or had retired from business so that his bid was not available. Obviously the school committee would have extended the appropriation $6,000 more and the building cost thereby would have increased 2½ cents per cubic foot.

The entrance hall of the Franklin Elementary School has tile walls and a tile fountain.

These more or less obvious factors operate to vary costs regardless of the architect or his client. Ordinarily one condition balances another to the extent that cubic foot costs when uniformly estimated offer a fairly accurate basis of comparison. The cost per cubic foot of twenty schools constructed by the same firm of architects is shown in Table 1.

The average is 25.3 cents per cubic foot and the average variation from the mean is 2.01 cents, or about 8 per cent. Thirteen of the twenty buildings varied from the average by only 1 cent per cubic foot. When the architect takes into consideration the various factors affecting costs and makes allowance therefor, a good share of this variation disappears and he can estimate ordinarily within ½ cent per cubic foot or approximately 2 per cent of the cost. This amounts to a range of $6,000 on a $150,000 building.

Another means of comparison of actual unit estimated costs is termed the square foot method. Following considerable experience in school construction we computed the square foot costs of various fundamental sections of the building, and estimated the total cost as indicated in Table 2. For ten buildings, the actual costs exceeded the estimates by $1,963.50 per building. If material additions to building No. 10 had not been authorized by the board of education after estimates were made, the total estimates would have varied from the total costs by only one-third of 1 per cent.

The unit costs given in Column 1 of Table 2, however, represent an average. They may be used with a high degree of accuracy by school administrators if the necessary allowances suggested in the foregoing discussion of cost factors are made. Except in localities where building costs are high these allowances should not exceed 5 per cent. The figures represent buildings in which an excellent quality of fire resistive material, oak trim, terrazzo floors in the corridors, good face brick and limestone trim have been used.

In view of the fact that estimates may be carefully made, as Tables 1 and 2 indicate, the question may properly be raised as to why there are

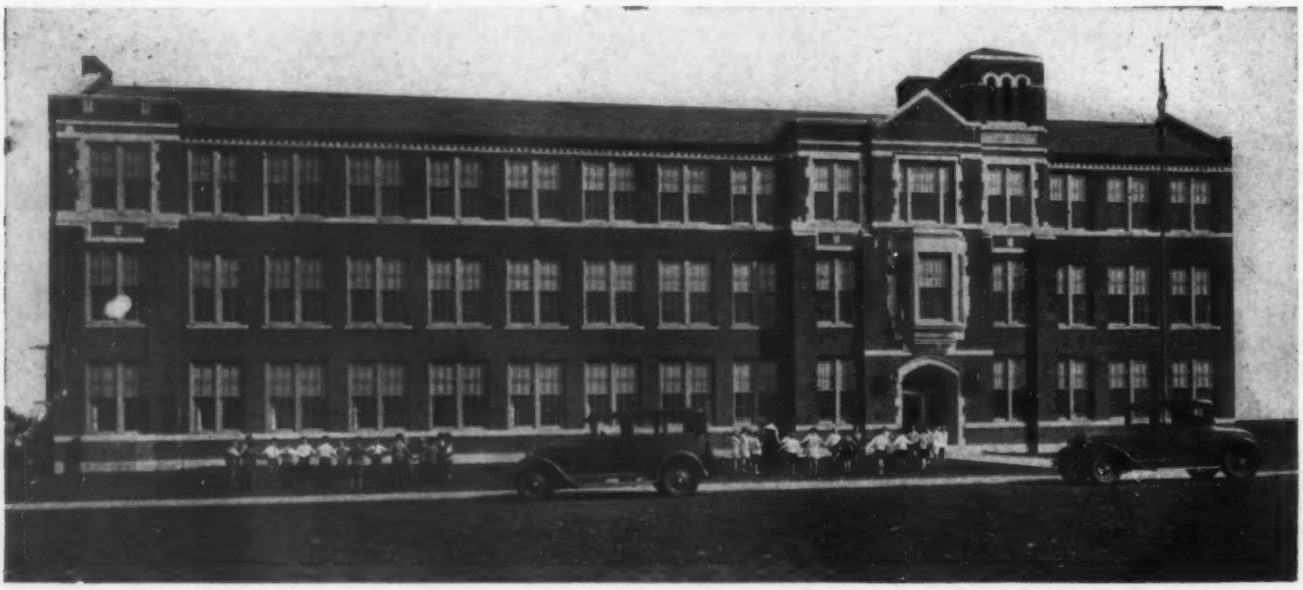
THE SQUARE FOOT METHOD OF ESTIMATING COSTS

SECTIONS OF BUILDING	Rate per sq. ft.	AREAS IN SQUARE FEET									
		A	B	C	D	E	F	G	H	I	J
GYMNASIUM & AUDITORIUM	$ 5.50		5230	4924	6006	6319	12750	4836		13373	10600
ONE STORY PORTION	6.00				528					829	
TWO STORY PORTION	9.00	4015	7014	5049		10678	13655	4142	4692	9013	700
THREE STORY PORTION	11.50				15527						14800
BASEMENT (FINISHED)	3.50										
BASEMENT (UNFINISHED)	2.75	2226	5735	1134	3324	5431	9258	1524	2405		10600
COAL VAULTS, ETC. (OUTSIDE BLDG.)	2.50	110	878	1091	1743	1008	9968	540	436		
BAYS	6.00	80		68		172	1197			68	
TWO STORY, ONE FL. UNFINISHED	7.50	1550									
TOP STORY OVER GYM. OR TOWERS	5.00				3658						
WORK NOT COVERED BY ABOVE									3000		
TOTAL ESTIMATED COST		$54636	$109857	$78778	$246581	$149344	$259066	$68417	$52932	$160050	$264950
TOTAL ACTUAL COST		55277	109410	83566	247471	142638	245216	77803	55136	168768	279963

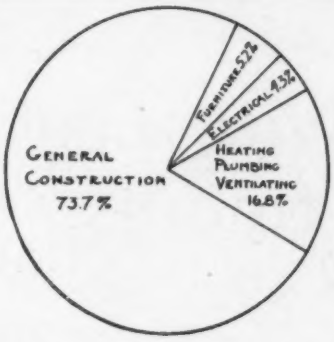
Note: The above table is to be read as follows: Building "A" contains a two story section covering 4015 sq. ft. Its total cost is the sum of the costs of its various sections as compiled from the unit square foot costs given in the first column.

Table 2 shows the square foot costs of various fundamental sections of a school building.

frequent and notable exceptions. A Midwestern town recently voted $110,000 for building and equipment. Plans were drawn, specifications written and the lowest bid received was $166,000. Every architect and contractor knew that such a wide divergence was not a mistake; nor did it happen because of difficulty in learning the facts. The members of this board of education were all business men—two bankers, a builder, a dry-goods salesman and a traveling salesman for farm machinery. Highly colored perspectives, elaborate sketches and alluring promises found them receptive and waiting to be deceived. They liked the bait until the trap closed down, and it



The Franklin Elementary School, East Chicago, Ind.



DISTRIBUTION OF BUILDING COSTS

FOR EACH $100.00 IN BUILDING CONSTRUCTION $73.70 GOES INTO GENERAL CONSTRUCTION; $16.80 FOR HEATING VENTILATING AND PLUMBING; $4.30 FOR ELECTRICAL AND $5.20 FOR FURNITURE

was found that they had acquired a $166,000 article with but $110,000 to pay for it.

Such a situation rarely occurs in the larger towns where board members are more sophisticated. That one architect can materially reduce the unit cost of construction over that of another without altering quality is, of course, preposterous. The superior architect excels in the adaptation of his construction to the purposes for which the building is to be used and the consequent economy of both space and material. In thus securing efficient planning, the client finds maximum service at minimum cost that dwarfs into insignificance minor savings made here and there in the possible substitution of less expensive and frequently untried building material.

One finally returns to the primal consideration that to secure lasting value in buildings, boards of education must provide correspondingly adequate funds. There is no quick, easy or inexpensive method. The marshaling of the various building materials and the coordination of the building trades finally to accomplish an architectural masterpiece follow the inexorable law of good business judgment.

Unit building costs are not likely to be reduced. The demands for greater efficiency and the inclusion of time saving devices and conveniences will more than overbalance savings in the technique of construction. The chief concern should be to secure efficiently planned and structurally sound buildings that will perform maximum service. To plan so efficiently that 90 square feet will do the work normally assigned to 100 means a saving of 10 per cent. To plan so efficiently that each square foot of floor area is capable of greater service means even greater economy. Unfortunately these possibilities are hidden from the average client because he is unacquainted with this problem and does not realize its opportunities. Major savings, however, are effected by making use of these advantages.

Minimum costs over a long period of years are enjoyed by all school corporations fortunate enough to be directed by men and women who recognize that efficiency and not cheapness is the goal to be sought.

Building	*Cubic Foot Costs*
No. 1	26.2 cents
No. 2	24.0 cents
No. 3	23.7 cents
No. 4	29.5 cents
No. 5	27.7 cents
No. 6	28.4 cents
No. 7	28.3 cents
No. 8	21.6 cents
No. 9	24.1 cents
No. 10	29.7 cents
No. 11	24.2 cents
No. 12	23.3 cents
No. 13	23.5 cents
No. 14	26.5 cents
No. 15	26.4 cents
No. 16	23.9 cents
No. 17	20.8 cents
No. 18	23.8 cents
No. 19	26.1 cents
No. 20	24.8 cents

Table 1.

College Commercial Courses Expand Rapidly

Commercial courses offered by colleges have expanded so rapidly that a thorough survey of this work has become necessary, according to an announcement made by J. O. Malott, specialist of the Office of Education.

The survey has already begun and to date information has been secured on courses in realty and insurance.

In reference to realty training, Mr. Malott points out that fifty-four colleges and universities offer one or more courses in real estate; that ninety-one members of the instructional staffs are assigned to these courses and that 126 such courses are offered. There are 3,260 students, including duplicates, enrolled in these courses in the twenty-two institutions that reported their enrollments.

With reference to courses in insurance, Mr. Malott says that 105 colleges and universities offer one or more courses in insurance; that 157 members of the instructional staffs are assigned to these courses and that 238 such courses are offered. There are 5,950 students, including duplicates, enrolled in these courses in the ninety-four institutions that reported their enrollments.

Do Superintendents Advise Teachers Concerning Investments?

Answers to a questionnaire sent out by the author revealed that of the 300 heads of schools who replied, 115 gave some kind of aid to their faculty members in the matter of investing money

By F. A. BEU, Eastern Illinois State Teachers College, Charleston, Ill.

SEVERAL months ago, after millions of dollars had been lost in the stock market, several school magazines printed editorials stating that superintendents should aid their teachers in the matter of investments. In talking with several administrators active in the field I found the general opinion to be that practically nothing had been done in this respect since such advice could be given only by a specialist in the business of investments.

The purpose of this article is to give the results of a questionnaire sent to 300 school superintendents asking what aid they gave their teachers in the matter of investments. These letters were mailed to heads of schools in Illinois, Ohio, Wisconsin, Pennsylvania, California, Indiana, Washington, New York, Colorado, Louisiana, New Jersey and Georgia. The population of the cities ranged from 1,000 to 1,500,000.

An unusual response was made to the questionnaire, 285 replies being received, 281 of which were direct answers and four of which were in the form of personal letters from the superintendents explaining their special way of aiding teachers in the school. A copy of the questionnaire sent out is presented here.

Advice Should Be Given by Specialist

Although most administrators thought that advice regarding investments should be given by a specialist, the results as tabulated show that many superintendents do aid their teachers. The results, grouped according to the population of the city, are given in the accompanying table.

The table shows that 115 superintendents gave some kind of aid to their teachers and that 166 did not think it the business of the superintendent to help them in their investments. According to the table, the size of the town did not seem to have any effect on the percentage of superintendents who gave help to the teachers. In only one group, the first, do we find the majority think they should give help to their teachers in the matter of investments. In all the other groups the majority think this matter is not the duty of the superintendent. A suggestion has been offered by some men that the teachers

Do Superintendents Give Members of Their Faculty Suggestions Concerning Investments?

Questions. Check your answers.

1. Do you give members of your faculty suggestions concerning investments? Yes No
2. What plan do you follow?
   a. Give suggestions when talking with them informally.
   b. Let them know that you will be glad to do so by appointment.
   c. Devote one teachers' meeting to the subject.
   d. Have bankers or other competent people in the field talk to them.
   e. Obtain printed material on investments in general and distribute.
   f. Give them a list of reliable bond houses.
   g. Tell them that the local bankers are capable in that line.
   h. School takes a copy of a financial journal.
3. In case you do aid them.
   a. Advise to invest in government bonds.
   b. Real estate, local or near city employed.
   c. Bond issues, such as school, city, street.
   d. Stocks.
   e. Home and loan.
   f. Endowment insurance.
4. Why do you not give them advice upon the subject?
5. Do faculty members wish help whenever you do give it? Yes No
6. Pay teachers in twelve installments to help them save? Yes No
7. Do you permit salesmen of any kind to sell to your teachers unless they have been approved by the principal's office or yourself? Yes No
8. Think school superintendents should help their faculty? Yes No
9. Think teachers who are financially independent do better work teaching than the ones who are anxiously waiting for the check each month? No Yes
10. Teachers get into trouble financially in our city as it is too easy for them to obtain credit at the bank or from merchants. No Yes
    Population of the city.
    Number of teachers employed.
    Number of men teachers.
    Number of women teachers.
11. More men than women ask for help.
12. More women than men ask for help.

usually are better acquainted with the superintendent in a small town and feel more at liberty to ask for help in regard to investments. It will be noted in Questions 2 and 3 that even those who did give help were not consistent in the type of aid they offered, as the results were small when compared with the number answering "yes" to Question 1. A larger number answered "g" in Question 2 than any other part.

Question 4 was of such a nature that the answers could not be tabulated in a "yes" and "no" form. In general, the answers were to the effect that the superintendents did not feel capable of giving advice that would have any value. Only a few took the attitude that they would be interfering with the teacher's personal rights, as the questionnaire assumed that no one would force ideas about investments upon the teacher but would merely help those desiring such aid. A few of the answers to this question were: "In case I give advice and make a mistake, that teacher will be my enemy." "Local conditions make it impossible to give aid." "I am as ignorant in this field as my teachers." "Do not consider it the function of the superintendent of schools." "Do not wish to give them wrong advice as I do not know." "Too many men have lost good jobs in wrong effort." "Conditions are such that I do not know what to tell them at present."

In answering Question 7 all stated that they do not allow salesmen to sell their teachers during school hours without the consent of the principal or superintendent.

Summing up the answers to Question 10 it may be said that no difficulty was apparent as far as the people in charge of the schools were aware. Many stated that they thought it too easy for the teachers to obtain credit, but that they usually paid their debts.

A questionnaire of this type merely indicates what the people in the administrative field are doing, and no attempt has been made to draw any conclusion from the material obtained. It does seem that there are more superintendents who give aid of some kind than is generally assumed by the public. One man suggested that it might be advisable to send out another letter and ask those who did give aid what results they had obtained. A second letter, therefore, was mailed to twenty-five superintendents, and twenty-one replied. Rather than try to summarize the material, I shall quote some of the answers received.

TABLE SHOWING RESULTS OF QUESTIONNAIRE

		CITIES ACCORDING TO POPULATION						
Question		*1,000-4,999*	*5,000-24,999*	*25,000-49,999*	*50,000-99,999*	*100,000-499,999*	*500,000-1,500,000*	*Total*
1.	No	16	69	29	36	13	3	166
	Yes	20	42	19	21	11	2	115
2.	a.	13	25	19	12	8	2	79
	b.	9	10	12	8	9	2	50
	c.	14	15	10	14	11	0	64
	d.	5	6	17	6	12	0	46
	e.	11	3	4	8	3	0	29
	f.	0	0	10	12	0	0	22
	g.	22	31	18	15	15	4	105
	h.	8	10	14	11	9	2	54
3.	a.	8	17	13	9	6	2	55
	b.	5	4	7	6	3	1	26
	c.	7	15	10	13	4	2	51
	d.	9	19	0	9	0	0	37
	e.	16	23	15	22	11	2	89
	f.	15	25	20	18	10	2	90
5.	No	0	5	5	7	0	0	17
	Yes	20	37	14	14	11	2	98
6.	No	20	91	21	20	10	2	164
	Yes	12	20	10	18	4	2	66
7.	No	36	111	48	57	24	5	281
	Yes	0	0	0	0	0	0	0
8.	No	5	30	10	8	4	1	58
	Yes	20	35	20	13	11	2	101
9.	No	11	28	7	5	5	1	57
	Yes	25	45	26	17	12	3	128
10.	Those who answered stated there was no difficulty							
11.		10	15	6	18	6	1	56
12.		9	24	14	3	4	2	56

"Devote one faculty meeting to the subject each year. Have some person posted in the matter of investments talk to the teachers and allow time for informal discussion after the meeting. Do not recommend any certain stock."

"Several teachers took out ten year endowment policies at my suggestion and are going to school next year with the money. Recommended Central Illinois at $98.25."

"Advised sale of mortgages on lands when prices were high, anticipating the crash that must inevitably come to the farmer. Only stock that I ever advised was A. T. & T. at $112."

"Have advised Building and Loan Society; as a result three of my teachers will go to college."

"Advised Cities Service at $23 a few weeks ago. Do not know what the result will be, but it has been up to $60.00."

"We print general information about investments in the school paper. These are articles written by experts in the field. We do not knock any of the types of investments you mentioned as they are all good if stocks are bought at a good figure."

"Have recommended several stocks and the teachers have made money in each case. I think they will invest anyway, and if I can be of help, so much the better."

The foregoing quotations from the superintendents' letters seem to indicate that they have given some thought to the matter and that the results of their efforts have been good.

Qualifications for Drivers of School Busses?

What qualifications are required of the school bus driver in Ohio?

According to T. Howard Winters, assistant director of education for Ohio, he must be under bond and he must have a certificate of qualifications from the county board or city superintendent that he is at least 18 years of age, of good character and qualified to drive a bus. A high school boy of 16, however, may be granted a driver's certificate. The certificate may be revoked on proof of improper conduct or neglect of duty, which renders void the driver's contract. The driver is liable for damages arising from his negligence. A board is never liable.

Further requirements are: The vehicle must afford the driver an unobstructed view ahead and to each side. He must bring it to a full stop before crossing the tracks of any railroad or interurban electric line and not proceed until he is certain that no car or train is approaching. The penalty for first offense is $50, and for the second, $100, or sixty days, or both. If the vehicle is marked "School Bus," on the front and on the rear, legible at 200 feet, all drivers outside the municipal corporations must stop ten feet from the bus if it is loading or unloading. They must remain there until the children are in the bus if it is loading, or until they have reached the near road side, if it is unloading.

The driver must load and unload on the right edge of the road. The penalty for failure is from $10 to $100, and a sentence up to thirty days. Transportation contracts may be made for a year or more. A board cannot pay for liability insurance. A board is not liable for injury to pupils or other persons through the negligence of the driver. The driver is liable for his own negligence whether the school owns the bus or not.

Helping the Schools to Safeguard Their Shop Equipment

More than 2,000 violations of the established practice for safeguarding shop equipment were found in approximately 150 schools of New York State when they were inspected by representatives of the bureau of industrial hygiene.

The law that requires shop equipment to be properly protected, already in existence in New York, does not apply to schools where the equipment is used for teaching and not for manufacturing. The safety movement, the bureau points out, really begins in the schools.

Following the inspection, the superintendent was apprised of conditions in the school shops. Later a second inspection was made, and in 75 per cent of the schools the recommendations of the bureau had been followed.

Some of the conditions observed by the inspectors were unsafe floors, unguarded machinery, unencased shafting and a lack of first aid kits.

Following the inspections, the bureau undertook to do two things: to provide shop teachers and school authorities with technical information relating to the safeguarding of equipment in the school shops; to discuss with superintendents, principals and teachers the importance of teaching correct shop practice.

With regard to teaching safety practices in the schools the *Industrial Hygiene Bulletin* says: "In a few years these boys will be found in all the industries of the state, and if in the early years of their lives they are taught the proper way to handle tools and machines, as well as to safeguard equipment, this knowledge will become indelibly stamped upon their memories."

Evaluating and Improving Guidance Services

This study, made to determine the relative importance of objective outcomes of a guidance program, is based upon a survey of 259 cities with a population of 20,000 or more

By ROY A. HINDERMAN, Department of Education, University of Wisconsin

AMONG the most important developments in the field of education is the growing realization that guidance is an indispensable function of modern public schools. It is the belief that society can benefit from few services more than from an intelligent and well organized plan of individual adjustment.

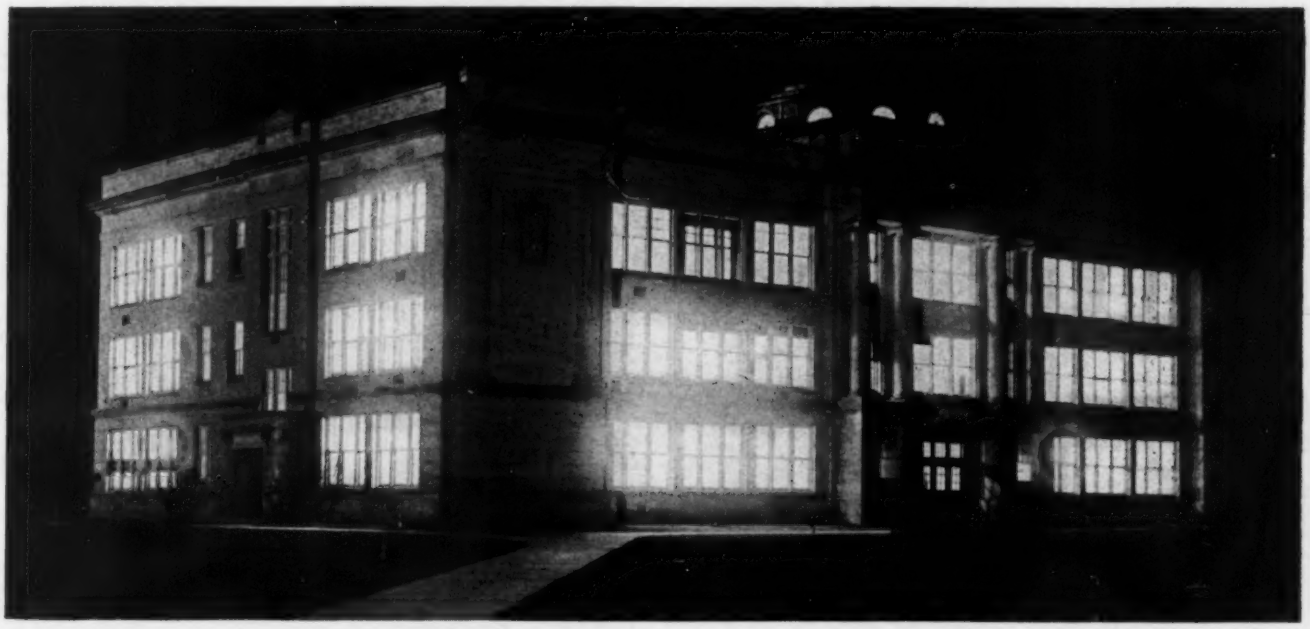
Our present mode of living, with its specialized phases of production and distribution, has made definite preparation for a career necessary and the suitable entrance into any line of work difficult. The solution for this problem should come from two types of adjustment: that of the individual to his physical and social settings and that of the physical and social settings—home, school and a gradual change in attitude in industry toward beginning workers—to the individual.

Comprehensive adjustment service is generally recognized as being most effective when it is provided for each school child above the sixth grade. In general, this service includes educational and occupational adjustments, which are special phases of the problem, and social adjustment, which is general and has connections or roots in the other two.

This study is concerned primarily with the development of a scientific measuring device for use in the intelligent evaluation and improvement of guidance services. In formulating such a device, it is necessary to consider the problem of adjustment from two viewpoints: (1) as it pertains to industry and (2) as it pertains to the school.

In an ideal condition of society every person would do the work for which he was best fitted, in the most efficient manner. This would be a perfect or 100 per cent use of human resources, a social ideal probably never to be attained. More or less consciously, however, we are working toward this goal.

"Modern industry complains of the lack of good men because of (1) lack of system in fitting the individual for the work; (2) difficulty in selecting and hiring men; (3) ignoring dispositions and natural abilities of employees; (4) failure to de-



Open night at the Shorewood High School, Shorewood, Wis.

termine the needs of various vocations; (5) overcrowding in commercial occupations while there is a dearth of skilled mechanics and (6) waste of human life and natural resources."[1]

The lack of guidance, the poor preparation of workers and their ignorance of occupations and of opportunities cause many boys and girls to take the first job that is offered. They enter pursuits for which they have no special abilities and obtain employment without any other objective in view than the compensation that they will receive.

While a large part of the problem of maladjustment may come from the full-fledged product of our modern secondary school, it is altogether reasonable to assume that many children would more nearly attain their respective goals if their education had not been cut short before graduation.

A careful consideration of Table I[2] shows that virtually 90 per cent of the pupils who enter school never derive the full benefit from it.

Since society maintains our schools, this loss of almost the entire beginning student body before graduation is a problem of serious concern, both to those who support and to those who direct these institutions.

Thus we may say that the need for evaluating the success of guidance is being demonstrated in the rather clear statements on the part of industry in regard to expected results. In the school itself there appears to be a growing tendency on the part of society to demand an accounting of the pupil's success in adjusting himself to education and the early occupations.

TABLE I—COMPARATIVE ENROLLMENT IN DIFFERENT GRADES IN THIRTY-THREE CITIES OF OVER 100,000 POPULATION, OCTOBER, 1923

Grade	*Percentage of First Grade in Each Succeeding Grade*	*Percentage of Each Preceding Grade in Every Grade*
First	100.0	100.0
Second	81.1	81.1
Third	81.1	99.9
Fourth	79.0	97.4
Fifth	74.2	93.9
Sixth	67.0	90.2
Seventh	59.7	89.1
Eighth	52.4	87.7
Ninth	47.4	80.6
Tenth	32.5	68.5
Eleventh	22.0	67.7
Twelfth	16.6	75.6

The particular problem with which this study will deal may be stated as follows: the scientific determination of the relative importance of the objective outcomes of guidance in relation to the whole and the relative importance of each of the three major divisions of the problem, these divisions being educational adjustment, occupational adjustment and social adjustment. Evaluation may be defined as an administrative technique which has for its purpose the determination of the desirability of guidance together with an appraisal of its utility and worth.

Guidance Problem Has Four Phases

The problem of guidance or adjustment comprises four phases according to our analysis—educational, occupational, moral and social. In a way the church, the Y. M. C. A., the Boy Scouts and other institutions are organized to handle the work, have funds available for this service and are attaining a reasonable measure of success. For this reason, and because of the greater urgency of the first three phases of guidance, we propose to become a cooperating party and let these institutions assume the responsibility for the moral phase of adjustment.

Guidance, as defined, is a function of the public school and as such is a contributing service which should help the school more adequately to serve the child.

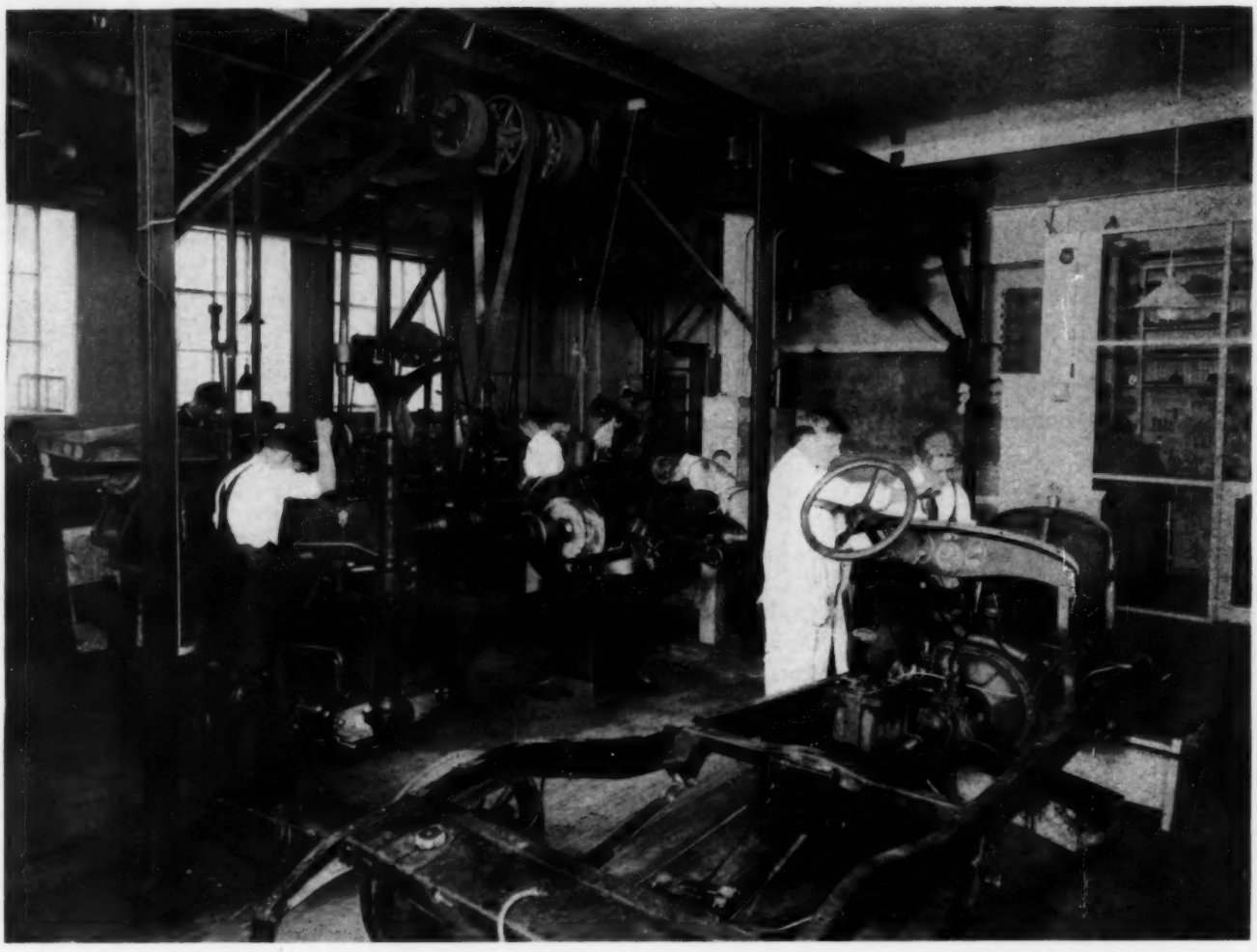
Before coming to the analysis of the desirable outcomes of guidance as compiled for this work, we will present the checks that are used or outlined for the public schools of Fresno, Calif.[1] In the opinion of many it is the most complete of all the present plans in that it includes check points for the educational, occupational and social phases of guidance work in the various public schools.

An evaluation of the guidance program in the Fresno schools is difficult because of the lack of satisfactory criteria. Such an evaluation has as yet not been made for the program described. A basis for such an evaluation has been made in the following statement of criteria which was formulated by Walter R. Hepner who helped to initiate the guidance program.

I. Criteria in terms of the effect of the counseling activities upon the boy and the girl: fewer subject failures; fewer "drop-outs"; satisfactory placement and follow-up of "drop-outs"; satisfactory adjustment of graduates to community life and vocation and to college or university; fewer

[1] Cohen, I. David, Principles and Practices of Vocational Guidance, New York, 1929, p. 9.
[2] Reavis, Claude W., Pupil Adjustment, Chicago, 1926.

[1] University of California General Vocational and Educational Series, No. 2, Division Bulletin, No. 20, Division of Vocational Education. A Study of Vocational Conditions in the City of Fresno, pp. 172 ff., November, 1926.



These boys are taking exploratory courses in the metal shops at the Wisconsin High School of the University of Wisconsin.

disciplinary cases; fewer absences on account of illness or truancy; more rapid adjustment of pupils to high school life; more intelligent selection of subjects; more pupils following a definite plan; evidences of better health habits; evidences of better study habits; more pupils taking advantage of school activities; more pupils working more nearly up to their capacity; more pupils actually enjoying their school work.

II. Criteria in terms of improved environments for pupil learning and development: more provisions for individual differences in methods, subjects and curricula; effective system of approvals for right conduct of pupils; better understanding and cooperation on the part of parents and community; more opportunities for pupil participation in school activities; more vocational and educational guidance materials available for pupil self-help; more teachers giving sympathetic and intelligent guidance; more contacts with community leaders; better student morale; a more adequate child accounting system.

With this summary of a pertinent practice in the problem of evaluating the success of guidance in the public schools, we shall present briefly the final analysis of check points we used in the present study, chief among which was a list of services commonly offered in guidance work, made up from Zeal Wilson's study.[1]

The report of the Milwaukee Committee, "A One Year Study of Guidance," representing as it does a searching and thoroughgoing compilation based on existing conditions, was made the basis for our questionnaire. The data that were compiled by employers, schools and some civic organization representatives were based on records of production, labor turnover and other types of maladjustment taken over a period of from eight to ten years. In comparison with the check points that were set up the committee on guidance in Fresno, Calif., they match almost identically. We are led to believe that this check against the Fresno study is evidence that the analysis is representative of the type of information that may be of service in evaluating the success of guidance.

The survey was conducted by the questionnaire

[1] Wilson, Zeal, Duties Performed by Counselors in Eighty-four High Schools in Cities of 30,000 to 200,000 Population, Master's Thesis University of Wisconsin, 1925.

method in 259 cities in the United States, having a population of 20,000 or more.

It is interesting to note the types of response that were received. It is also interesting to note that 101 letters were received with the questionnaires explaining various difficulties and aims in the problem of providing effective guidance services for the pupils. Table III shows the combined ratings of school executives and guidance specialists on the relative importance of the twenty-five standards selected for evaluating guidance.

TABLE II—FINDINGS ON GUIDANCE ACTIVITIES IN 259 CITIES

Questionnaires sent out	558
Replies which were received from 259 cities	398—71%
Replies returned blank because of no information	20— 3%
Total filled in return	378—68%

It may be said, then, that school executives have accepted the responsibility for guidance. The 68 per cent return on the survey together with the hundred letters that accompanied the returns, indicates that they are making an effort to enrich and expand the guidance service of their schools so that it may adequately serve each child.

Some grave concern has been manifested with regard to our making a too rapid advance, that is, before objectives have been clearly defined, personnel thoroughly prepared, techniques refined and norms, or average abilities to achieve, determined.

From Chart No. 1 we note the dispersion of the combined ratings of the specialists and executives on the twenty-five objective outcomes. It may be stated that when working statistically with numbers the range is about as important as the measure of central tendency, because it shows the difference of opinion on the question.

TABLE III—STANDARDS FOR EVALUATING THE SUCCESS OF GUIDANCE

Item No.	*Description of Standards*	*Rank*	*Value*
24	Industry should demand more high school pupils	1	
16	The guidance staff is improving the service through research and experimental problems	2	
20	Pupils are entering industry according to some organized plan	3.5	
17	More pupils are assisted in school adjustment each month	3.5	
10	More pupils complete a definite high school program	6	
8	Fewer students now fail in college after attending from one to three years	6	Major or Indispensable
3	More pupils are making use of guidance services in planning their careers	6	
6	Functional adjustment has reduced the number of cases of truancy and tardiness	8	
14	More high school graduates are earning a grade of B or above in college	9.5	
2	More pupils are being provided with concrete home and work experiences	9.5	
23	More cases succeed in the beginning industry (work up in it)	12.5	
19	The guidance budget is being used for the most important activities	12.5	
15	More high school pupils who enter college graduate	12.5	
5	Functional adjustment has reduced the number of serious cases of discipline	12.5	
18	Guidance records represent latest practice	16	Secondary or Necessary
7	More pupils deposit savings regularly	16	
1	More pupils are participating in clubs	16	
25	More cases show regular salary increases	19	
11	Cases of continued failure are less frequent	19	
9	More pupils are participating in athletics because of health guidance	19	
12	More pupils earn grades of 75 to 100	21	
21	Employee progress reports are received regularly from the employer	22	Minor or Desirable
13	The general scholastic average for the school is higher	23	
4	More graduates are satisfied with the completeness of their high school preparation	24	No Value or Unnecessary
22	Employee progress reports indicate a higher moral standard for more cases	25	

This dispersion may constitute the hope for the movement in that it represents three things:

1. The experiences of the judges are varied as is their background, and it is evident that differing personal opinions as portrayed by the range bars are needed if progress is to be made.

2. The local needs, as we have noted, are determined by types of production and distribution. They are different for nearly every community and as such will require differing emphasis. This second point is brought out by the bars showing the various span of levels of importance to which the items have been assigned.

3. It has been shown that there are two considerations in guidance work, a remedial and a progressive systematic program. That is, it deals with immediate needs and philosophical ideals and goals toward which we are apparently working. Thus the problems of counseling with and counseling for mass *versus* the individual approach are represented in these same range bars. Many persons are considering whether or not a certain treatment or emphasis over a period of years will result in social progress.

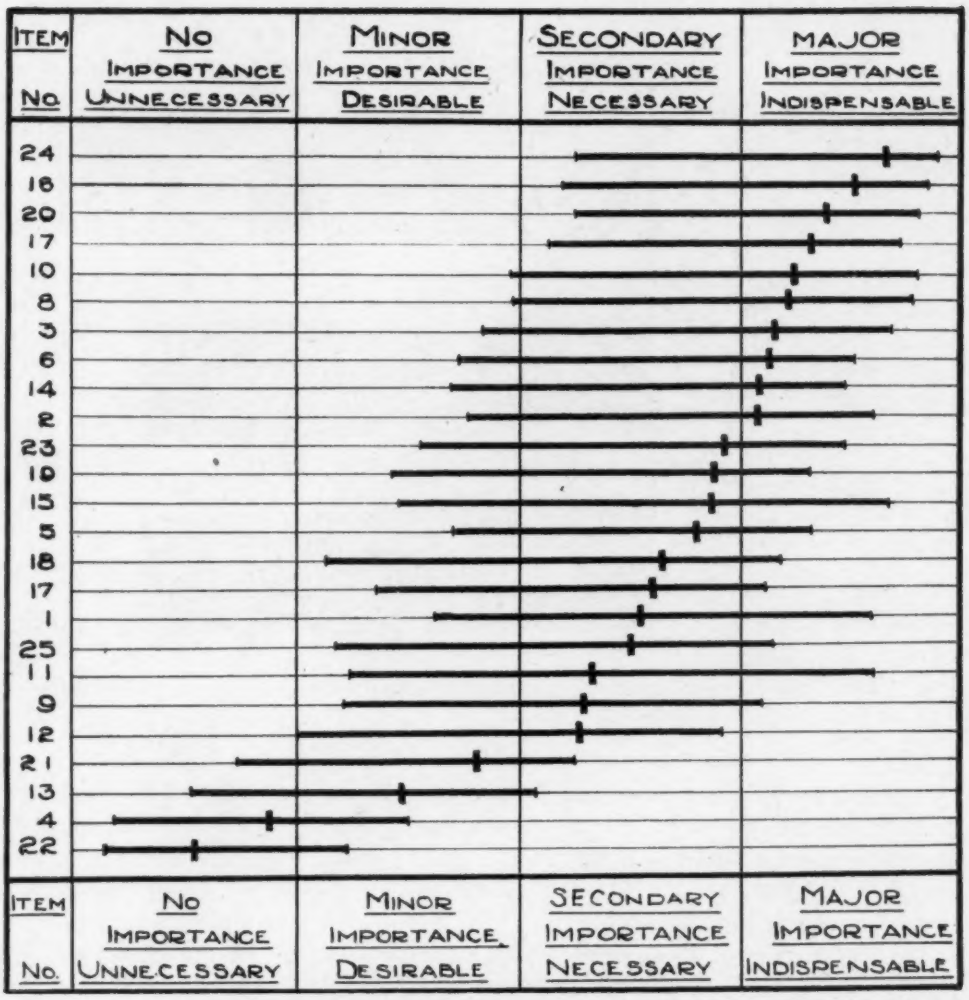


Chart I. 100 per cent range bars showing the mean (cross marks) and the variability of the ratings in Table 3.

We are led to believe that the returns on the survey represent conditions as they are and that the correlation of $+.81 \pm .06$ (Pearson), when ratings of the executives and specialists are compared, is indicative of the reliability of this study. With a change in production and distribution, of course, we would expect corresponding changes in emphasis and levels of importance.

From a consideration of Table III, we feel that in general the items in the upper level are of greater importance and contribute more to the adjustment of the child than do those items from the lower level.

The administrator who uses these items as a basis for evaluating the success of his program of guidance will be able in general to locate needs. The resulting ranking of outcomes has come from a composite of the whole United States and as such less specifically fits any individual community. But if a program is set up on the basis of securing the outcomes as represented in Table III, and if they are given emphasis according to the table, in general the program will be meeting the needs of each child.

The problem, according to Chart No. 2, which is the school's first consideration is that of educational adjustment. Nothing is more reasonable than to suppose that the school should first set its own house in order.

The occupational and social phases are of slightly less importance than is the educational phase. From the chart it appears that comprehensiveness cannot be claimed if any phase is poorly handled.

The comments in the correspondence have indicated that little has been done on the occupational phase. It seems to us that one of the most pertinent findings in the study is the almost equal importance given to the three phases of the problem. Stated differently, we do not contend that

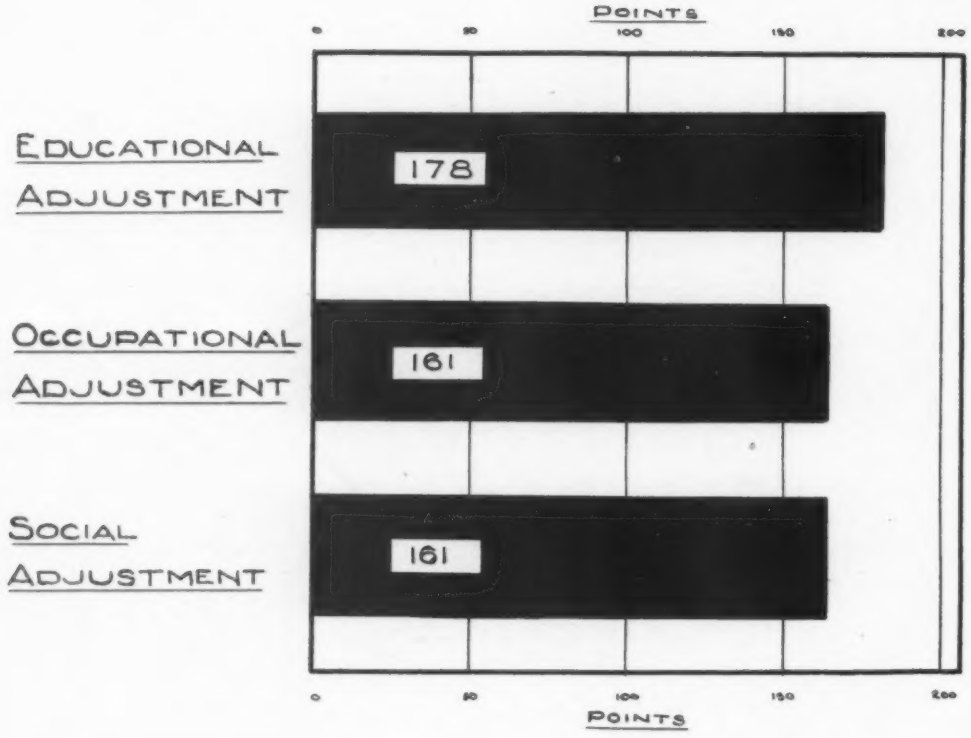


Chart 2 illustrates the relative importance of educational, occupational and social adjustment in a program of guidance.

each school will have the same sized problem of placement. We do say, however, that whatever its size, it is as important to take care of what there is as it is to care for a problem in either the educational or social phases.

The three problems of organizing, administering and supervising guidance may take their point of departure from the located needs. In other words, a program that provided any guidance service would be a gain over nothing; but our aim is to provide the best program at the lowest cost. Thus in the problem of organization the items as ranked in Table III could be used to determine which services should be provided if the funds were insufficient to cover the whole range. Again, in case there were sufficient funds, the construction of the budget with relative emphasis could be determined from the table.

TABLE IV—THE IMPORTANCE OF THE THREE PHASES OF GUIDANCE, EDUCATIONAL, OCCUPATIONAL AND SOCIAL ADJUSTMENT, IN RELATION TO THE WHOLE

Phase of Adjustment Service	*Average Score*	*Points 500 Point Scale*	*Percentage*
Educational	21/(59)	178	35.6
Occupational	19/(59)	161	32.2
Social	19/(59)	161	32.2
Totals		500	100.0

In setting up guidance work in the beginning, or when additions are planned, it is always necessary to determine the relative values of the several proposals under consideration. What may be termed pre-experimenting may be done as follows: Consider the problem of providing a "how to study" program. Each item from Table III may be considered in turn. By means of an analysis it may be determined to which of the twenty-five items a "how to study" program would contribute. The items are of varying importance and as a result the contributions this program would make could be weighted and a score could then be determined. Similarly, the other considerations could be worked out. Then the services that ranked best could be set up experimentally for final verification and proof of the work.

The administration is held accountable for results. Insofar as we are able to determine, Table III is a statement of the objective outcomes that should be secured and the relative importance of each one. A clerk could check the records and instructional reports and furnish the objective data on the twenty-five items. In the light of this evidence and in view of the relative importance of the items, the administrator could make an intelligent statement of accomplishments and points that would need improvement.

How to Control Behavior Through School Situations

To what extent do pupils of varied ability groupings within the same school adapt themselves to environmental situations, and how does promotion to different schools affect their reactions?

By PROF. HERBERT SORENSON, University of Minnesota

THE literature in the field of pupil adjustment emphasizes in its remedial programs the reconstruction of environment through modification on the one hand and the careful selection of environmental situations on the other. In addition to carrying out correctional work of a reconstructive nature in the home, stress is placed on the wise selection of a teacher, on fitted courses of study, on wholesome outlets and, in general, on situations that will stimulate acceptable behavior.

In this study an attempt has been made to ascertain the effect of environmental situations that result from ability grouping within the same school, and the environmental influence of attendance in a different school. Five hundred thirty-eight junior high school pupils were studied. Of this number 237 were investigated after their transfer to other junior high schools and to a senior high school in the same community.

To measure the reactions of pupils to their school situations, a behavior rating scale of thirty-five items was employed. This scale was developed and used by Olson in one of his researches.[1] It is a graphic scale and includes items classified as intellectual, physical, social and emotional that are symptomatic of behavior difficulties. The reliability of the instrument is .80.

Avoiding Maladjustment

In the junior high school involved in the study, ability grouping has been practiced for about five years. Each grade is divided into five groups on the basis of mental age and intelligence quotient.

When pupils who are accustomed to undifferentiated instruction in the elementary school are classified into ability groups according to their respective abilities to respond to adapted instructional procedures, a forward step has been taken toward effective environmental control.

Data were collected with the purpose of answering the question whether the pupil became better adapted with successive years. The assumption that underlies the comparison of successive grades is that they are equal in behavior. Related research among other schools in the same school system tends to verify this assumption. Some elimination occurs with successive grades, especially in the lower ability group, but the averages of the three grades of the junior high school studied are not significantly different. By first rating is meant the rating made in January, 1926. The second rating was made three semesters later.

Ratings and re-ratings were made one and one-half years, or three semesters, apart. In both the initial and the second ratings there is no marked trend in behavior scores with successive years.

Where Are Behavior Problems Greatest?

When median behavior scores for the respective ability groups are compared, there appears in general an inverse trend between undesirable behavior and intelligence. This trend is consistent for the ability groups of all grades except some of the highest ability groups which manifest greater median problem tendencies than the next highest ability group.

These relationships raise both a question as to the fitness of instruction to varied abilities and a question concerning the relational nature of intelligence and behavior. Relative to the first question one might imply that higher behavior scores for the extremes of ability, especially the lower extremes, indicate that unadapted educational methods are conditioning pupils of high or low ability with undesirable behavior tendencies. The data, however, do argue that ability grouping with successive grades does not lessen behavior scores. That it does not may be due, not to the ineffectiveness of the ability grouping in bringing about pupil adjustment, but to a failure to adapt pedagogical methods and educational techniques to fit the scientific demands of ability grouping.

The second question concerning the relation of intelligence to behavior problems may be discussed from two points of view. The one is that undesirable behavior tendencies are related to in-

[1] Olson, W. C., The Incidence of Undesirable Behavior Tendencies in Problem Children, University of Minnesota, 1926. Unpublished.

telligence as a factor of incidence while the other interprets the relationship to be a casual one in which behavior is a function of intelligence. The pupils of the lower ability groups are not adequately equipped to react successfully to the relatively severe environment of the school, with the result that problem tendencies are nurtured. For the pupils of superior ability the limited school environment, instead of being too severe, may nevertheless be maladapted to them.

Incident to the transfer of some junior high school pupils to other schools and to the graduation of many into a senior high school in the same neighborhood, an opportunity was provided to attempt measurement of the environmental effects of new school situations.

Of the pupils who went to other schools, 172 matriculated in a senior high school in their own neighborhood. The average behavior score of those entering the senior high school according to their original rating was slightly lower than the average for the whole class. This decrement may be attributed to the greater elimination of pupils from the lower ability groups.

It is thus apparent that pupils who continue in the senior high school possess undesirable behavior tendencies in about the same magnitude as in the junior high school. The task of accommodating problem tendencies is not lessened materially by elimination.

The correlation of behavior scores obtained in the junior high school and scores received a year and one-half later in the senior high school is .45. When pairs of teachers in the same school rated the same pupils, coefficients between .48 and .80 were obtained. The reduction in the relation of behavior traits when rated a year and a half apart in a new school situation points to environmental effects of some kinds incident to attendance at a different school.

What Different Ratings Show

Fifty-one junior high school pupils who went to junior and senior high schools other than the one in their own neighborhood were re-rated by their new teachers. The correlation of these ratings was .18 :: .09, a correlation that indicated only a slight relationship. When a pupil transferred to a school different from the one in his immediate community, he was subjected to an entirely new school situation and somewhat different home environment. But when a pupil transferred to the near-by senior high school, his environment did not change materially.

A significant factor that affects comparative behavior ratings when they are made by different raters with different opportunities for observation is that resultant scores may not have the same meanings. Scores tend to be relative within their own group rather than absolute in value.

In addition to the two relatively larger groups, one of which was traced to a senior high school and the other to various schools within the same school system, two small groups were studied. Eight pupils were measured after a year in small public school systems and six pupils were followed into vocational schools within the same school system that included the junior high school in which they were formerly enrolled. The results obtained for the pupils enrolled in the small public schools were marked in the reduction of behavior scores that were initially high (undesirable), and the remaining on a low level of those that were initially low (desirable). While their average P. R. on the basis of about 800 junior high school pupils was 81 the average P. R. a year and one-half later according to the same ranking was 49. Three factors may account for this difference: There may have been a regressive tendency in the second rating; a new standard for rating existed; the new school situation brought about better pupil control.

Vocational Training Helps Adjustment

For the group transferred to vocational schools no significant change occurred, but for several there was stability on a desirable level of behavior. In some cases vocational training seems to lessen undesirable behavior tendencies and manifestations but in other cases it accentuates them. This lack of consistency in terms of adjustment suggests the case methods in dealing with behavior problems.

If one interprets the recorded changes in behavior tendencies to extend beyond the limitations inherent in the rating technique, it is evident that new school situations do affect pupil reactions. The effects appear to be in both directions and the data suggest that they increase a trifle with continued attendance in the senior high school. Attendance at small public schools is apparently conducive to pupil adjustment, but here again one is hampered by the unreliability of rating method and is limited by few cases.

That ability grouping does not manifest any tangible influence on problem tendencies is somewhat disturbing to our theories. But if one extends his interpretation he might interpret the results to indicate a failure to meet the curricular and teaching possibilities of ability grouping. Thus the behavior ratings suggest evaluation of the extent to which ability grouping is utilized as well as the effect of ability grouping on problem tendencies.

Stimulating Educational Progress Through Research Councils

In changing their schools from the formal type into the activity type, teachers of Lynn, Mass., have found it helpful to establish a forum to which they may carry their problems for discussion

By P. LUCILE HAWLEY, Principal, Washington Community School, Lynn, Mass.

FOLLOWING the survey of the public schools of Lynn, Mass., by Teachers College, Columbia University in 1927, a new spirit of educational progress became apparent in all our school work.

Many things have changed since the report was submitted. Outstanding among these changes has been the tendency toward the child-centered school. This type of activity has been encouraged by the administrative, research and supervisory staffs, and its values have been recognized by the teachers.

Since 1927, increased attention has also been devoted to the scientific use of standardized tests and more especially to the complete utilization of the test results. These two progressive movements brought every teacher face to face with the task of acquiring scientific objective knowledge of the problem to be confronted and with the necessity of revising teaching technique so as to make the child the center about which the school work could be organized.

As educators who have had a share in changing a school of the formal type into one of the activity type well know, the task often entails showing teachers the value of the new system and helping them to readjust their ideas of carrying on their work. For teachers accustomed to the traditional school it is a long way to the school where their chief function is to guide the child and to create the environment in which he may develop according to his individual abilities. It takes courage to assume the responsibility for the outcome in a school wherein the child himself and his personal experiences often replace books and where nature, occupation, activity and facts replace abstractions. In order to accomplish such an undertaking, it is helpful to establish a forum to which teachers may bring their problems for discussion.

In Lynn the teachers have been fortunate in having behind them executive and administrative officers who realized their needs and helped to meet them. The director of research offered the helpful suggestion that local research councils be formed. This was endorsed by the other staff officers. Having suggested the formation of the councils, the officers on the central staff supported

These children presented a travel demonstration depicting a trip to a foreign country.

the principals and the teachers by helping to outline the work and by acting as advisers at the meetings.

The members of the central staff have served from the first as a center of inspiration, cooperation and coordination. They have made us feel that the task of molding ideas into realities rests upon the teachers. They have acknowledged the difficulties we encountered when we realized that the principles that guide modern education are changing. With such leadership, it was not surprising to find the teachers enthusiastic about the local research councils.

When the teachers at the Washington Community School held their first council meeting, they chose as a topic, "The Testing Movement and Its Relation to a New Curriculum." Since the use of standardized tests had already resulted in an X, Y, Z classification of our pupils, bringing with it the imperative need for a new type of curriculum, the topic chosen for discussion had in it many possibilities for professional study among our teachers. It was approved by the superintendent of schools and the director of research was appointed as our adviser.

The topics outlined for study and discussion included: a general outline of the purposes of a research council and the work to be accomplished in ours; departments of research in Lynn and elsewhere, their purposes and their methods; the types and uses of standardized tests; the adaptation of the results of standardized tests to actual use in various cities; the theory and art of modern teaching on an activity basis; curriculum making as a group project for the teachers.

A puppet show of farm life, constructed and manipulated by pupils in the lower grades, promotes interest in the value of milk and vegetables.

Following a discussion of the local research department, the teachers of the Washington Community School council were invited to hold a meeting in the rooms of the research department at the central administration building. They were shown the equipment of the department and were told of the plans for service among both teachers and pupils.

The new books and magazines, the records relating to each child in the Lynn schools, and the equipment for individual testing, shown in the research library for teachers, all demonstrated that a beginning was being made in meeting long felt needs in our schools.

Through the work of the council, together with

actual classroom experience, the teachers became convinced that any X, Y, Z grouping plan makes it necessary to adjust the curriculum upon a three-track basis, including minimum essentials to be mastered by all pupils of the grade; average accomplishments that both X and Y pupils will complete; an enriched and broadened offering for all X pupils.

One of the most helpful outcomes of reorganization was a changed idea of the elements that constitute success in the individual classroom. It was a great step forward when the teachers came to see that the one in charge of a Z group might have at the end of the year as much evidence of progress as had another teacher with an X group, although the evidence would differ greatly in the two cases.

Intensive study was made of the theory of modern teaching and curriculum making. Each of the twenty-two teachers who comprised our council made a careful study of certain assignments and reported upon them before the council. Such books as "After Testing—What?" by Corning; "The Individual Pupil," by Mort; "The Technique of Curriculum Making," by Harap; "Foundations of Method," by Kilpatrick, and "Curriculum Making in an Elementary School," by the Lincoln School staff, together with reviews of articles in many current magazines furnished the basis for these assignments. The superintendent of schools, the grade supervisors and principals of other schools joined us in these discussions.

The teachers of the Washington Community School have come to look upon their research council as an important part of their school life and wish to continue such an organized plan.

In addition to furthering opportunities for insight into the more scientific knowledge of modern education, the research council has encouraged honest effort and perseverance. It has helped us all to avoid imprudent or hasty action, and we have come to look upon it as a permanent as well as a necessary school activity.

The Design and Equipment of Play Areas

"Play Areas" is the title of a new book available for those who are planning a playground either for a particular school or for community use. The book was prepared by the Playground and Recreation Association of America and has been published by A. S. Barnes and Company, New York City. The price is $2.50.

The design and equipment of play areas are discussed in detail and a great many plans are offered in illustration. Pictures of playgrounds from every section of the country show what various cities are doing for their children. The book is attractively printed in an easily readable type.

The problems and means of towns and small and medium sized cities have been given special consideration. At the same time the larger cities will find much of value in the volume.

A complete bibliography is included.

Reaching All Pupils Through a Broadened Curriculum

"If the sole aim of the public school is preparation for college, then it serves only 10 per cent of its enrollment; if its purpose is training for life outside the school, then 90 per cent are also included in the service." Thus writes Agnes Samuelson, superintendent of public instruction for Iowa in the *United States Daily*.

"The school of yesterday subscribed to the former theory and educated a selective group for the professions; the school of to-day reaches out for all the children of all the people, while the school of to-morrow will carry this comprehensive program forward to more specific success.

"The expansion of the curriculum to include such courses as commercial subjects, vocational agriculture, home making, trade and industrial education and normal training departments as well as classical courses, shows the continual adjustment to a more balanced program. The provisions for the establishment of part-time, continuation and evening schools, classes for handicapped children and the vocational rehabilitation of physically and vocationally handicapped persons are further attempts to equalize educational opportunity and to salvage the individual.

"Out of the need and as dynamic contributions in the solution of the equalization problem have come the vocational education and rehabilitation service. They are, therefore, not a thing apart but an integral part of the public school system. Their effectiveness is not a matter of guesswork.

"Certainly a program which taps new sources of information in the solution of our complex social and economic problems and in the conservation of natural and human resources is as important as any other phase of public education. The splendid results of college vocational work in the fields of medicine, engineering, law and others, are being duplicated on the public school levels in the courses and activities now being carried on for the 90 per cent who do not enter the professions and who never go to college."

The NATION'S SCHOOLS

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Editorials

The Perennial Problem—the Salary Schedule

SUPERINTENDENTS and boards of education must listen eternally to the complaint from teachers that they are not being paid enough for their services. Superintendents say that this is the most perplexing and difficult problem with which they have to deal. And why? Mainly because it is a personal problem.

Teachers are looking at the matter from their angle, which is a biased and prejudiced one; and superintendents and boards of education are looking at it from their angle, and they, too, are biased and prejudiced, because they regard themselves as custodians of the taxpayers' money and must relinquish it only under compulsion. They must save every cent they can. Especially must they hire their teaching staff for as low a figure as possible. Of course, this is not true of all superintendents and all boards of education, but it is true of the majority of them. It is not true of every individual teacher or teacher organization that the question of salary is viewed solely from the standpoint of personal advantage without regard to the resources of the community. It is true, however, of the majority of individuals and of teachers' organizations. And this is what makes the problem an extremely difficult one, annoying and often distasteful to a superintendent. Those who are engaged in the conflict have no common ground. They are all partisans and special pleaders.

The problem is just as acute and perplexing in colleges and universities as it is in elementary or secondary schools. In most higher institutions there is a continual struggle between administrative officers on the one side and members of the faculty on the other. The administrative officers think it is their duty to save every penny they can for the board of trustees or the regents. The members of the faculties, on the other hand, see only the injustice in a situation in which instructors are paid less than day laborers, while vastly more in the way of preparation for their work is demanded of them. The administrative officers give only under compulsion. Rarely do they spontaneously offer an instructor an increase in salary to meet increased demands or increased efficiency

or usefulness to the institution. Not until a faculty member receives a bid from a rival institution will the custodian of an institution's finances show any tangible appreciation of the instructor's worth or his needs. And so the struggle between the workers and the holders of the purse strings goes eternally on.

This disquietude and discontent, often amounting to bitterness and hostility, is a menace to the efficiency of any school system or educational institution. Instructors cannot do their best work when they feel that those who have control of their financial well-being are seeking to hold them to the lowest economic level. In some places those who teach are in such a frame of mind toward those who govern that it is impossible for them to attain the highest efficiency in instruction.

Is there any way that the friction and conflict over the salary question may be reduced or eliminated? Pittsburgh is following a promising plan that has already proved to be very useful. For the study of this problem the superintendent and board of education in Pittsburgh appointed a committee composed of distinguished representatives of the commercial, industrial and professional activities of the city. The committee was instructed to secure unbiased, unprejudiced and impersonal data relating to every aspect of the salary question. The data were secured, and Pittsburgh has adopted a salary schedule which, so far as we can learn from inquiries made to teachers and administrative officers, is reducing and perhaps completely eliminating the discontent of teachers and is relieving administrative officers from the pressure that has heretofore been exerted on the one side for increase of salaries and on the other side for reduction of the expenses of the school system.

The committeee made a careful study of the cost of living and worked out a salary scale adjusted thereto. This resulted in a total increase of salaries for elementary school teachers of approximately $250,000 a year. It was recommended that salaries should be increased substantially 9 per cent a year for six years. This increase is to be provided for by increasing the tax for school purposes three-quarters of a mill on present assessed valuations. The committee recommended that a plan should be adopted whereby teachers of outstanding ability and devotion to the educational work in the community would receive financial rewards in addition to the regular salary. This provision may cause some unrest on the part of certain teachers in the future, although a plan for determining superior services may be worked out which will make teachers feel that they are being dealt with fairly. It is perhaps too much to hope that all discontent will be eliminated by the new salary plan, but the situation has been greatly improved as a result of the investigations and recommendations of a group of citizens who are interested equally in having a good school system and in conserving the taxpayers' money.

The Superintendent and the Community

EVERY superintendent has several distinct duties toward the community that he is privileged to serve, and the method and spirit of performing these duties will determine to a large extent his ability as a school administrator. It may even determine his value in dollars and cents, and while this sordid motive should by no means be the prime reason, it often furnishes an incentive for improved work. While the superintendent's obligations are largely a matter of ability and personality, there are certain fundamentals that all educators agree the progressive superintendent must accept.

It should be remembered that he is the "contact man" between the people and the people's mode of education. He is the person upon whom falls the responsibility of educating the youth of the community from the time they are ready to go to the kindergarten until they leave for college, which are from twelve to fourteen of the most important years of a person's life. Whether the community has culture, refinement and social stability or whether it becomes uncouth, tawdry and blatant is entirely in his hands. The type of superintendent who is willing to "let well enough alone" has, it is hoped, passed forever and in his place has come the administrator, choosing his aids from the best available material, training his assistants along high ideals, instilling in the teaching personnel a wholesome respect for the worth while in life, constantly striving to raise the standards of education and child training and efficiently directing those who work with him in this momentous undertaking. He must always work toward accomplishment and improvement. When he has completed the particular piece of work he has set out to do, he must then faithfully report to the citizens of the community. After all, they have a right to know whether that which they are paying for with taxes has the value that they anticipated and will be of substantial value to the community.

For this reason the superintendent must have constant contact with the public. He must speak

convincingly and well, he must write as often as possible and he must see that the newspapers are kept informed of what is going on in the field of education, which should be the community's most important industry. He must encourage all of the school personnel to become salesmen of education, apostles of culture, equipped with facts to prove the great worth of a cultural background and an intelligent understanding.

It is realized that this is not an easy task but who in this wonderful age of ours wants a sinecure who would be content to sit idly by while the rest of the world progresses? Certainly such an attitude ill becomes educators, but if such there are it may be certain that they will not be educators for long.

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What Is the Aim of Education?

TWO or three decades ago educators devoted themselves largely to a discussion of the ultimate purpose of education. A great deal was said concerning the training of the mental faculties as the principal objective of school work. One school of educationists maintained that a teacher should aim at the strengthening of character in all her teaching. Others claimed that the school should seek to make good citizens of the rising generation. Still other aims were proposed and defended. At all educational meetings and in educational journals the debates concerned mainly the goal of educational effort.

How the times have changed! One rarely hears a person discuss the aim of education to-day. We are absorbed in the detailed problems of constructing curricula and devising economical and efficient methods of instruction. We are observing pupils and putting them through all sorts of tests in the hope that we may discover their likes and dislikes, as well as the completeness with which they assimilate and the success with which they can utilize what we present to them. We conduct elaborate investigations with a view to finding out what words should be taught in spelling, say, and how these words may be taught so that pupils can employ them as they have need for them. In the same way we are endeavoring to ascertain how much grammar pupils need in order to understand the English language and use it gracefully and effectively; what processes in arithmetic should be mastered by pupils for the needs of daily life; what results are achieved in our teaching of foreign languages and how the pupil may gain more with less waste of time and energy. And so on throughout the entire program in all the schools. We are assuming, more or less naïvely, that education should be planned to help the rising generation to solve the problems encountered in daily life, in order that well-being of a lasting sort may be increased and the handicaps that result from a lack of understanding of the world in which we live reduced.

Now comes Dean Klapper of the School of Education of the College of the City of New York and in a considerable volume entitled "Contemporary Education" (D. Appleton & Company) presents the objectives that should determine curricula, methods of instruction and policies of organization and administration in schools of all kinds and grades. He makes explicit what is generally taken for granted in our educational work—that education should endeavor to perfect the pupil's adjustment to the world in which he lives and which determines his well-being. There must be physical adjustment, social adjustment, mental adjustment, economic adjustment. We would add a further requirement—esthetic adjustment, for the individual has esthetic as well as physical, social, intellectual and economic needs.

Contemporary education is being or should be molded in conformity with the biological law that a human being should adjust himself to the material and immaterial conditions that determine his physical, intellectual and emotional well-being. He must understand the forces operating in his environment, and he must have skill not only in adapting himself to things as they are, but more especially he must be able to reconstruct his environment so that it will more fully promote his welfare.

Dean Klapper makes this view clear and convincing in his book. He is not concerned with the experimental work that has been in progress during the last two decades and that is still going on with a view to finding out in a detailed way how and to what extent the individual in different stages of his development responds to various aspects or elements of his physical, social, intellectual, economic and esthetic environments. The book is not designed for the specialist or the veteran so much as for the novitiate in education or for the one who has been immersed in minute experimental problems and has not taken time to inquire what education is all about. It is a book that a teacher or administrator just entering the profession might well digest in order to acquire an understanding of the goal American education is striving to reach. Dean Klapper has presented accurately and adequately the dominant aim that should guide administrators and teachers in all their planning and practice.

Practical School Administration:

Administering Revenue Funds Other Than Taxes

By PHILIP LOVEJOY, Assistant Superintendent of Schools, Hamtramck, Mich.

HAVING decided upon the accounts and forms necessary for keeping a record of the small revenues that do not come from the regular school taxes,[1] we shall describe the use of each form. This technique is as follows:

All cash receipts shall be recorded without any offsetting deductions and shall be deposited daily, which means not later than the following day. The banks in which these funds are to be deposited shall be determined by the principal and shall be as near the schools as possible.

Three separate banks shall be made depositors of the funds herein authorized.

Receipts of cash shall be reported on cash receipts form, Finance I A 251, by the payer. This form shall be prepared in duplicate, the duplicate or carbon copy to be signed by the bookkeeper upon receipt of the amount of money stated thereon, and returned to the payer. The original copy is retained by the bookkeeper. After entry thereon is made in the cash book, it shall be filed chronologically.

For the collection of the student association funds in the junior-senior high school accounts, the envelope form, Finance 1 A 251a, shall take the place of Form 251 and such receipts shall be sent daily to the bookkeeper who will check and return the envelope as a temporary receipt. At the end of the week a complete week's receipts shall be listed on form Finance I A 251.

Strict Record of Cash Is Kept

All cash disbursements shall be made by voucher check form, Finance I A 256, countersigned by the bookkeeper and approved and signed by the principal in charge of that particular account. This form shall be prepared in duplicate, the original copy being delivered to the payee and the duplicate retained by the bookkeeper. After being recorded, it shall be filed numerically.

The invoice of the vendor for goods or services and the receiving copy of the purchase order shall be attached to the duplicate copy of the voucher check as supporting documents.

Requisitions shall be filed according to numbers.

A petty cash account of $10 shall be established in each school. Items of necessary expenses, not in excess of $2, such as telegrams, telephone calls, car fare and express charges, may be paid by the bookkeeper or principal from this account. A voucher check for the accumulated total of such items may be drawn against cash at any time the petty cash account is depleted.

A petty cash voucher form, Finance I A 281, shall be used for all petty cash transactions.

Voucher checks may be drawn for petty cash for athletics and lunch rooms, so that these activities may have on hand sufficient funds with which to start.

Cash Advanced for Athletic Trips

Advances may be made to athletic teams taking trips. A report form, Finance I A 266, shall be made by the athletic manager to the bookkeeper no later than twenty-four hours after the trip except in the case of Friday or Saturday games when the report shall be made not later than the succeeding Monday morning. This report shall include a check or cash to offset the cash advance made, as well as the receipts from the game contract.

The petty cash account must be closed out in June into the accounts from which the cash was originally taken.

Entry of all cash receipts and disbursements—except petty cash items—shall be made from the original documents, cash receipts forms and voucher checks.

Cash receipts shall be entered on the debit side of the cash book form, Finance I A 252, in such a way as to show the date in number of the voucher check, the activity involved and the amount. The total cash disbursements for the month shall be posted to the credit side of the cash account in the ledger.

Cash accounts shall be kept as follows: (a) general and (b) petty cash.

When canceled checks and statements are received from the bank, the bank balance shown on the school ledger shall be promptly checked against the actual balance shown by the bank.

[1] The first part of this article appeared in the February issue of The Nation's Schools.

The actual balance as shown in the cash account in the ledger plus outstanding checks, that is, those not presented to bank for payment, must equal the balance as shown on the bank statement.

All supplies, stationery, tickets and equipment required for the purpose of any activity except the bookstore shall be requisitioned on requisition form, Finance I A 254, filled out and signed by the person authorized to make the request and countersigned by the principal. This form shall be in duplicate, the original copy being filed with the bookkeeper and the duplicate retained by the requisitioner. All requisitions for the purchase of equipment shall be approved by the superintendent before the purchase is made.

Upon receipt of a requisition approved by the principal, the bookkeeper shall issue a purchase order form, Finance I A 255, for the supplies or services required. This form shall be made in quadruplicate for use as follows: original copy to the vendor; second copy retained by the bookkeeper; third copy to the requisitioner, to be retained; fourth copy to the person receiving the goods or services.

Upon receipt of the invoice from the vendor, it shall be checked by the bookkeeper against the purchase order as to quantity and price and audited as to extensions and additions. Notation on receipt of the invoice shall be entered on the purchase order copy of the bookkeeper and this copy shall be transferred to a "closed" file.

Store stocks of all supplies and equipment shall be under the control of the bookkeeper.

All candy for sale shall be drawn from the lunch room on the ticket candy receipt form, Finance I A 260, and not more than a week's supply may be drawn at a time. Account of these supplies shall be made weekly to the bookkeeper. The individual drawing the candy shall be personally responsible for the amount drawn.

Recording Ticket Sales

Tickets given for sale shall be accounted for on the form, Finance I A 260. The individual drawing these tickets shall be personally responsible for the value of the tickets drawn.

When equipment which has an estimated life of more than one year is purchased, it shall be charged to the equipment account and controlled through equipment form, Finance I A 257.

A separate sheet shall be used for each kind of equipment purchased. Entry shall be made from the purchase order when ordered and when delivered, and from the individuals' receipt slip when it is released or returned.

This account shall be credited when materials originally charged to it are appropriated for use by any activity and shall be charged with the value of the materials.

The locker deposits account shall be credited with all cash receipts on account of deposits for locks. A uniform deposit of fifty cents a lock shall be required. Two pupils shall be assigned to a locker, but one pupil shall be held responsible for the lock. All locker locks must be returned before school closes in June of each year. All deposits for locks not returned at that time shall be forfeited and the lock removed. Upon request of the principal, with the approval of the superintendent of schools, locks for lockers may be sold in the school.

How Fines Are Handled

All fines collected for the breakages or loss of school property shall be handled like any other cash receipt. On the teachers' pay day of each month a voucher to cover the accumulated fines shall be drawn in favor of the board of education, and this voucher, together with the fine reports, shall be sent to the assistant superintendent in charge of finance.

All monies collected as telephone tolls shall be handled as a cash receipt. On the teachers' pay day of each month a voucher to cover the accumulated collection of telephone tolls shall be drawn in favor of the board of education and this voucher shall be sent to the assistant superintendent in charge of finance.

All monies collected as fees in evening school shall be handled as any other cash receipt. At the close of the evening school season a voucher to cover accumulated balance of fees shall be drawn in favor of the board of education and this voucher shall be sent to the assistant superintendent in charge of finance.

All cash receipts from the interest from money deposited in the bank or from coupons belonging to the school shall be credited to this account and shall be closed into the surplus fund at the close of the year.

There may be established at the close of school in June, in the ledger, reserve accounts based upon the school membership for the activities mentioned later in this paragraph. The membership figures to be used in establishing these reserves shall be on the November reports: lunch room, fifty cents a pupil upon the basis of average membership; publication, twenty cents a pupil upon the basis of average membership; orchestra and band, twenty-five cents a pupil upon the basis of average membership; general equipment, fifty cents a pupil upon the basis of average membership; lockers, ten cents a pupil upon the basis of average membership; general fund, fif-

ten cents a pupil upon the basis of average membership; surplus fund, as discussed later.

These reserve accounts shall be deemed the limits to which deficits may be incurred in conducting the various activities.

At the close of the school year each activity account shall be closed into a profit and loss account, which shall be opened in the ledger for this purpose. Each debit balance to an activity account shall be carried to the debit side of this profit and loss account; each credit balance to an activity account shall be carried to the credit side of this account.

Surplus Funds Go Into Reserve

The net surplus of all activities, including entertainments, plays, operas and excursions (the remaining excess of receipts over expenses), will be closed into the reserve accounts as set up. Any remaining surplus shall be transferred to the surplus fund account.

In case the total reserves exceed the amounts specified, the balance over the reserves shall be closed into the surplus fund annually.

A trial balance showing the total debits and total credits of the accounts in the ledger shall be drawn off monthly after postings are completed. These trial balances shall be written into the form, Finance I A 264.

No account active during the year shall be closed until its balance is transferred to profit and loss at the close of the year.

The following is the standard form according to which trial balances are to be made each month. If any of these accounts are not carried, a space should be left in their place. The accounts are permanently numbered.

Account No.
1. Board of education, fines, textbook losses, etc.
2. Board of education, telephone fees.
3. Board of education, waste paper.
11. High school football.
12. High school basket ball.
13. High school baseball.
14. High school track.
15. High school soccer.
16. High school girls' hockey.
17. High school girls' basket ball.
18. High school swimming.
21. High school Cosmos.
31. Band account.
32. Orchestra account.
41. High school debating.
51. Class of January, 1929.
52. Class of June, 1929.
53. Class of January, 1930.
54. Class of June, 1930, and each additional class as it enters junior classification.
61. High school lockers.
71. Student association, general fund.
72. Petty cash.
81. High school lunch room.
91. Interest on bank balances and bonds.
92. Such accounts as may be necessary.
101. Athletic reserve account.
102. Lunch room reserve account.
103. Cosmos reserve account.
104. Orchestra and band reserve.
105. Equipment reserve.
106. Locker deposits' reserve.
107. Equipment reserve.
201. Board of education and such accounts as may be needed.
301. Board of education recreational fund and such accounts as may be needed.

At the end of each month the bookkeeper shall prepare twenty copies of the balance sheet and twenty copies of the lunch room report, which shall be sent forward for report to the board of education. The bookkeeper shall retain in his files a copy and the assistant superintendent shall receive a copy of each report for his files.

No fees for instruction or money for any school purposes, except those already described, shall be collected from pupils.

All proceeds received from the sales of waste paper shall be credited to the general fund of the board of education.

Keeping the Orchestra Account

There may be credited in each school an account to be known as the orchestra and band account. Revenue to this account shall be 10 per cent of the net proceeds of any entertainment in which either orchestra or band participates.

Entertainments may be given for the purpose of purchasing pictures and works of art or for such other purposes as the superintendent of schools may deem advisable. The net proceeds of such entertainments shall be credited to the picture account and the expenditures of this fund treated in the regular manner.

In no case shall the school funds be used for any purpose, except as hereinbefore provided, unless by special permission of the superintendent and approval by the board of education. In no case shall any activity show an overdraft except as provided for by reserves.

All monies accruing to the surplus fund in accordance with the preceding regulations shall be used, upon the approval of the superintendent of schools, to purchase essential equipment, such as pictures or statuary, in accordance with the needs of the schools.

Transfers from one account to another during the year shall be made only by authority of the superintendent.

Each nonpublic activity shall be charged with a prorated share of all nonpublic expenses within that school. Nonpublic expenses shall include salaries of bookkeepers, a prorated share of the general overhead and the gas used in the lunch room.

The purchase of supplies, replacements and equipment for the lunch room shall be subject to the approval of the superintendent of schools. Combined purchases of supplies may be made for such articles as are suitable for central purchase.

Standards may be set up by the superintendent of schools for menus, portions and service, together with the prices to be charged pupils patronizing the lunch rooms.

The expense shall be prorated among the lunch rooms.

Educational Bureaus and Foundations

In addition to the regular federal and state school boards, there were in 1928 in the United States fifteen separate and independent educational boards and foundations dispensing funds for the promotion of education, according to information issued by the United States Office of Education, Department of the Interior.

The General Education Board has, since its foundation in 1902, to June 30, 1928, appropriated $17,487,062.74. Of this sum $12,462,000 represents appropriations from the principal, and $5,025,062.74 from income.

The Rockefeller Foundation for 1927 disbursed from income and capital, for medical education alone, $4,097,343.

The Laura Spelman Rockefeller Memorial, during the year 1928, appropriated for educational, scientific, and charitable purposes, and contingencies the sum of $38,082,058.34.

On January 3, 1929, the Laura Spelman Rockefeller Memorial was consolidated with the Rockefeller Foundation and terminated its existence as a separate organization.

The Carnegie Corporation of New York authorized appropriations for the fiscal year for library service, adult education, the arts, educational studies, research, publications and general interests, the sum of $2,041,250.

The Carnegie Foundation for the Advancement of Teaching, in its report for the year ending June 30, 1927, shows appropriations for retiring allowances and pensions, in institutions and individuals, pension studies, administration and publications, the sum of $2,685,025.26; and for other studies, a total of $1,501,349.35.

The John F. Slater Fund through its education committee, for the year 1927-28, appropriated $69,050 for assistance in paying the salary of a professor in the English or science department in each of twenty colleges.

The Jeanes Fund, for the improvement of Negro rural schools, cooperated during the session ending June 30, 1927, with public school boards and superintendents in 306 counties in fourteen states, appropriating $106,547 for this work.

The Phelps-Stokes Fund, incorporated by the State of New York in 1911, with a capital of $1,200,000 "for educational purposes in the education of Negroes, both in Africa and the United States, North American Indians, and needy and deserving white students," has founded fellowships in the Universities of Georgia and Virginia for the study of the Negro problem and has also established a special fund at the George Peabody College for Teachers, at Nashville, Tenn.

The American Field Service Fellowships for French Universities, administered by the Institute of International Education, awarded nine fellowships for the year 1928-29.

The Commission for Relief in Belgium Educational Foundation (Inc.) and the Foundation Universitaire, during the year 1927 contributed the sum of $150,000 for the completion of the Louvain Library. The foundation authorized a contribution of 9,500,000 Belgian francs for the completion of the main group of the new buildings of the University of Brussels.

The Kahn Foundation for the Foreign Travel of American Teachers, organized in 1911, supports a single fellowship of $5,000 yearly.

The Commonwealth Fund during the fiscal year ending September 30, 1928, appropriated $2,083,621.80 for public health and education, and child welfare.

The Julius Rosenwald Fund, incorporated in 1917 under the laws of Illinois, appropriated for the fiscal year ending June 30, 1928, for charitable, scientific, educational and religious purposes, the sum of $364,831.21.

The Payne Fund, organized in September, 1927, provides funds for the Study of Juvenile Readings and appropriates the income on approximately $2,000,000.

Your Every-day Problems

JOHN GUY FOWLKES, THE UNIVERSITY OF WISCONSIN, DIRECTOR

This department will be devoted to an informal discussion of problems arising in the every-day life of principals and superintendents. The following discussions are based on answers to inquiries received recently by the director of the department. Similar inquiries are invited and should be addressed to Dr. John Guy Fowlkes, Department of Education, University of Wisconsin, Madison, Wisconsin.

Developing a School Code for the Community

WITH the improvement and refinement of local school systems has come a desire which sometimes at least approaches a demand from laymen to "know about our schools."

The interest of laymen in local school systems is a wholesome thing since it makes possible the establishment of a sympathetic and cordial relationship between school administrators and the constituency. On the other hand the matter of "telling the citizens about their schools," is an extremely difficult matter. Both oral and written statements describing local school systems must be couched in terms that are easily understood by the nonprofessional educator and at the same time tell the story of the aims, methods and achievements of schools.

The basis for a sound program of educational information is a school platform or code. The following outline[1] of such a code is one that is being developed in a community of some 3,000 population. It is suggestive of what may well be included in a statement of the status and program of a local school system. Such an outline should serve as a point of departure for the entire educational program.

I. The Purposes of the Public Schools.
   1. To provide needed education for the children of the community by (a) helping them to learn to live successfully in a democracy and by (b) helping them do better the things they are going to do anyway, which means guiding them in selecting higher types of activity than they otherwise would. These include such matters as health, leisure, fundamental operations, vocation, character, home life and civic life.
   2. With respect to these needs the school is (a) to establish and develop ideals, attitudes and habits, (b) to ensure mastery of subject matter both partial and complete and (c) to establish and maintain skills both mental and manual.

II. Legal Basis of Public Schools.

III. Organization.
   1. People: (a) the district school meeting, its function, legal status, duties and responsibilities and ethics, (b) the Parent-Teachers Association, its function, legal status, duties and responsibilities and ethics.
   2. The function, legal status, duties and responsibilities and ethics of the (a) board of education, (b) the superintendent, (c) the administrative staff, (d) the instructional staff, (e) the clerk, (f) the janitor and (g) the student government organizations.

IV. Personnel Management.
   1. Staff: selection; appointment; placement; regulations; improvement; dismissal.
   2. Pupils: regulations; accounting, which includes (a) continuing census, (b) registration, (c) entrance, transfer and promotion, (d) report, (e) permanent school record, (f) ability and achievement, (g) transfer, (h) student program, (i) physical and dental, (j) teachers' class records, (k) attendance and (l) personnel.

V. Plant.
   1. Plant programming: educational significance; meaning and value; school organization.
   2. The existing plant: general survey;

[1] Prepared with the cooperation of Philip H. Falk, superintendent of schools, Lake Mills, Wis.

method of evaluating; determining condition; measuring accessibility; measuring adequacy; disposition; administrative changes.

3. The new plant program: determining plant needs; general population studies; special studies; forecasting population and school enrollment; new sites program; new building program.
4. Inaugurating the new plant program: securing approval; financing.
5. Preparation of plans and specifications by the superintendent and the board: choice of architect; statement of educational specifications by the superintendent and the board; preliminary floor sketches; preparation of working drawings and specifications.
6. Letting of contracts.
7. Administration of construction work.
8. Final acceptance of building.

VI. Curriculum.

1. Faculty: elementary—materials to be taught, placement, time allotment and testing; secondary—materials to be taught, placement, time allotment, program of studies and requirements and elections.
2. Student: athletic; musical; forensic; social; departmental.

VII. Financial and Business.

1. Problem of school support.
2. Organization and control of local school finances and business.
3. Financial accounting.
4. Unit costs and unit accounting.
5. The school budget.
6. Property accounting.
7. Insurance.
8. School supply management.

The bibliography that follows this outline will be helpful to anyone who is preparing or planning to prepare a school code.

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Why a Larger Number of Graduates Do Not Go to College

A total of 424,437 pupils graduated from public high schools in the United States in 1927, and of these, 42.8 per cent went to some institution of higher education in 1928, according to Frank M. Phillips, chief, division of statistics, United States Office of Education.

It was pointed out that 129,630, or 30.5 per cent of the graduates went to college and 52,248, or 12.3 per cent went to some other institution like a teacher training, trade or commercial school.

Doctor Phillips says that the percentage in fact is higher since a number of high school graduates stay out of school for a year and then later attend some of the various institutions of higher learning.

To the question of whether high school graduates would continue in increasing numbers to go to college, Doctor Phillips says that from his statistical studies it appeared that the percentage could not be stretched much above 30 or 35 and that a 10 per cent increase over the present number of graduates attending college would probably be a generous limit. The reason for this is that the high schools are offering courses that satisfy the demands of a large number of pupils who, when completing their courses, are ready to enter trades and business occupations and hence are not available as college material.

"Middletown": A Study of Culture in Present Day America

This survey of a Midwestern town is a vital contribution to modern sociology and should be helpful to school men as a basis for community understanding

By ARTHUR B. MOEHLMAN, Professor of Administration and Supervision, School of Education, University of Michigan

THE effectiveness of public education, because of its democratic organization, depends in a large measure upon the understanding the community has of the work of the schools and upon the understanding the profession has of the cultural aspects of the community.

Much of the conflict and emotional disturbance that accompanies changes in school organization is due to the fact that the professional leaders have not considered the sociologic basis of our public institutions. When the schools are too far removed from popular understanding, there is generally trouble. This is the reason why static traditional organization without many increasing demands encounters generally fewer annoyances than does the progressive system.

One of the fundamentals of success in public education is an understanding and appreciation of conditions within the community and the development of a program of adult education in terms of these ascertained needs. In other words, a basic sociologic survey is essential to administration in order to determine needs and to develop a program to satisfy these needs. This aspect of school administration has been generally neglected, largely due to the fact that the training of the average administrator is too narrowly professional and that the sociologists have been slow in developing community survey technique and in presenting to the profession the vital importance of their field of activity.

Of Interest to the Administrator

A book has been published recently which is not only fascinating in its presentation of material but which is also worth while for the development of a technique for community social survey. The possibilities of the application of this technique, upon a much more refined basis, to public education are good. The schools are much better organized to secure the essential information upon a wider basis than any temporary survey organization. They also possess the quality of permanence that the occasional survey does not have. For these and many other reasons, the book entitled "Middletown," written by Robert J. and Helen Merrell Lynd and published by Harcourt, Brace and Company, has a vital significance to the public school administrator.

The Aim of the Book

The aim of the book "was to study synchronously the interwoven trends that are the life of a small American city. A typical city, strictly speaking, does not exist, but the city studied was selected as having many features common to a wide group of communities. Neither field work nor report has attempted to prove any thesis; the aim has been, rather, to record observed phenomena, thereby raising questions and suggesting fresh points of departure in the study of group behavior."

At the outset, therefore, the authors tend to deflect any possible criticisms that might arise in case they attempted anything further than observation and presentation. The American community is sensitive. The Pollyanna philosophy of "bigger and better" has become so thoroughly a part of the group thinking of the industrial and commercial leaders in American cities, that criticism or constructive suggestions are not readily accepted. Instead of maintaining an objective attitude and a scientific interest in the presentation of facts, the typical attitude is to emotionalize, as soon as facts appear, upon the basis of the preconceived "bigger and better" attitude. Pointing out serious shortcomings, even for the laudable purpose of improvement, tends to classify the investigator as "a knocker," "a red," "a socialist" or some other loosely used term to indicate serious disapproval. Under existing conditions the detached investigator must

possess both enthusiasm and courage because his path is not an easy one.

The general method pursued by these investigators was to live in this Middle Western community and become for the time being an interested part of the social life just as anthropologists visit primitive cultural communities and make careful observations of their findings. By interview, by questionnaire, by association and by observation, they collected an enormous amount of data. Even its size represents in reality only a light sampling and is far from a complete survey of the community as a whole. During a period of more than one year the authors and their assistants were able to gain a fairly good general picture of the community.

They selected a town that had not been vitally affected by foreign immigration. The purpose in so doing was to obtain a better basis for a comparison of this city with the same city in 1890 to show quantitatively, at least, the amount and character of change that had taken place. With all its inadequacies of treatment, which the authors cheerfully admit, "Middletown" is a pioneer contribution to dynamic sociology of unusual merit and outstanding value.

The first three chapters explain the nature of the investigation, the description of the city selected and the historical setting. With this as a background of information, the rest of the book is divided into six major groups that include: getting a living, making a home, training the young, using leisure, engaging in religious practices and engaging in community activities.

The Dominant Activity

The surveyors found that the dominant activity of the community appeared to be concerned with getting a living. Forty-three persons out of every hundred are primarily occupied with getting the living for the entire group. Twenty-three are engaged in maintaining homes, nineteen are in school and fifteen, those under six and the very old, are generally dependent upon the others. The significant fact is that the job of getting a living depends upon forty-three, or less than half, out of every hundred persons. The manner of securing this living is given in specific detail. "The Long Arm of the Job" and the different job strata, together with their cultural outcomes, are shown graphically. No one can read this chapter without being impressed by some of its bare and sometimes unpleasant facts.

The dominant element of fear that pervades the "doing" jobs and the factors of intermittency and nonemployment are shown dispassionately but nevertheless in a way that commands attention and thought. Finally the authors ask "Why do they work so hard?" and show the apparent increased intensity of effort and the decrease of interest. One feels that both manager and labor group are milling about in a circle without appreciating the significance of the effort. The results of this increased effort and the increased returns are shown in housing, transportation and in the commercialized recreational changes that have taken place since 1890.

Middletown's Homes

The second section opens with a description of "The House in Which Middletown Lives." Eighty-six per cent live in small one-family houses, surrounded by a shrinking yard, 10 per cent are in two-family houses, 1 per cent in apartments and 3 per cent over downtown stores. In the nineties, the average single dwelling had a lot of sixty-two and one-half feet frontage; to-day the average is forty feet. Instead of eight lots to a block, there are now from ten to fourteen. The wooden house is dominant in Middletown. The inadequacy of housing, despite a more than adequate supply of capital and building trades personnel, is an illustration of some of the shortcomings of our industrial organization. Due to the economic situation there is an apparent drift in the direction of home ownership which may be of future social significance.

Marriage is increasing over 1890 following the tendency for the country as a whole. The average number in a family in 1890 was 4.6 and in 1920 only 3.8. "Within the walls of each house this small family group carried on the activities concerned with sex, child rearing, food, clothing, shelter, sleep and to some extent play and religion. These activities center around the institution of marriage."

Romantic love is still the accepted basis for marriage. Although there are more marriages proportionately, the size of the family is smaller, indicating to some extent more widespread limitation of family size. The social life of the average family, as the surveyors saw it, is graphically described. Emphasis appears to be shifting somewhat from child bearing, as a traditional evidence of fruitfulness, to child rearing. The chance the child has to achieve future success in the different classes of homes is depressing to the enthusiastic exponent of "natural equality of opportunity." The changing attitude of the parent-child relationship from the older disciplinary control of the nineties to the freedom of the present is significant. The extra-home activities of the children are carefully analyzed.

"Food, Clothing and Housework" is the third

chapter in this sequence. Eating and the automobile as the centers of the home's social activities are noted. The effect of furnace heated houses upon the nature of clothing is indicated by contrasting pictures with the garments of a generation past. Mechanical devices have lightened the labor of housekeeping in Middletown as elsewhere. With respect to child rearing the authors say: "... Middletown faces in two directions as regards child rearing: problems of child health, clothing and diet are accepted as subjects for empirical study and matter-of-fact handling, whereas the 'morals,' 'personalities' and 'characters' of its children are heavily barricaded against any direct, matter-of-fact approach." And an eminent preacher has said: "We learn more by way of our heart than we do by our head."

This is a cross section of the description of the schools of Middletown as observed by the authors. It is a fragmentary survey, to be sure, but many of its features are particularly significant. The wide gap between home and school; the apparent lack of ability upon the part of the school organization to recognize many of the cultural problems; the development of certain undemocratic features of secondary school organization; the overemphasis of the championship idea and the influences surrounding teaching, particularly in the field of social studies, must all be of great significance to the professional educator. Nowhere in the book is the inability of the people and public education to understand their cultural environment and to interpret the vital implications of our times so graphically illustrated. The obvious reply upon the part of Middletown would be to say that it was untrue; that the surveyors were "dangerous." That merely indicates a lack of desire to face the facts and to consider their meaning objectively. Of course the presentation is not by any means all-inclusive nor is the survey complete and final. However, there are implications in this study that will merit close examination. The results of the questionnaire in social studies submitted to high school seniors indicate to some extent the need for a careful professional appraisal.

The New Leisure

"Traditional Ways of Spending Leisure" describes the methods and means of the nineties before the social life of the city had lost its air of leisure. The home, the church, the lyceums, the theater and neighborly visiting dominated the stage. To-day, the automobile, the movies, the telephone and the radio have revolutionized leisure activities, and the home as a social center appears to be disintegrating. The effect of these inventions upon the spending habits of the people is clearly shown. The gradual disappearance of the old neighborhood groups is clearly indicated. The new types of social organization, the country club, luncheon clubs and women's organizations determine present social contacts. Cards and dancing are the standard entertainment to-day at Middletown's social gatherings. Leisure is organized to a much greater extent than ever before. Four hundred and fifty-eight active clubs of various types represent four-fifths of the organized group. To-day there is one club for every eighty persons, while in the nineties there was one club for every 125 persons. The significant fact is that the schools are gradually groping their way to a better recognition of the value of fine arts as a leisure activity. Music, especially, is emphasized among the school generation to a greater extent than ever before.

The Change in Religion

Middletown carries on its institutionalized religious life through forty-two organized groups, with the Protestant dominating at the ratio of fifteen to one. While there is less public discussion about the traditional beliefs than in the nineties, there appears to be some change in the actual beliefs of the people, particularly with respect to the future. There is to-day, because of financial considerations, a greater rivalry between the several denominations than was apparent a generation ago. This is due in some measure to the increase in national denominational organization. Devotional services in the homes are declining and so is the religious instruction of the children. Religious rites are centering more and more within the walls of the institution. The old-fashioned Sunday has passed away to a great extent and the ministers keenly realize it. Numerous sermons against Sunday golf and automobiling are indications that these new habits are affecting the church. Ministers are underpaid and overworked. The tendencies of religious and quasi-religious groups to center their efforts upon the social direction of the young through club work are also noted.

The concluding division is concerned with the machinery of government and the relation of the people to it. The influence of the "klan" movement in recent years is aptly and vividly described. Politics appear to follow family, religion and economic status. The old community enthusiasm and divisions along what were considered basic principles have practically disappeared. Because of the political composition of the town, it is considered good business to be a republican.

The attitude towards public health is far from a pleasant picture. The theoretical assumptions and the practical development of the health division's work are worthy of serious thought and consideration.

The disabled are assisted through the social service bureau, the Salvation Army and the Red Cross. Sickness and unemployment are the chief causes for aid appeals. The traditional charity of the church has been carried over to other community organizations. A description of the newspapers and group solidarity concludes the division.

The authors do not appear to be immediately interested in whether life in Middletown is worse or better than it was. They are interested in presenting facts. It is questionable whether a discussion of "worse" or "better" has any real value. Serious study of the data presented does indicate an amazing complexity of, and wide variations in individual and social practice. The individuals, as a whole, appear to be living socially under one form of culture and economically under another. There is no clear-cut recognition of needs in terms of twentieth century machine economy. A general summary might show a people bewildered by not understanding, blindly attempting to catch up with a rapidly evolving culture by piecemeal methods that are entirely inadequate.

"Middletown" is a thought provoking book without a moral. This makes it all the better reading. It will serve as an aid in understanding other communities. It is a vital contribution to modern sociology.

Braille System Was Invented a Hundred Years Ago

A century has passed since Louis Braille, a blind Frenchman, invented the embossed system that makes it possible for the blind to read by the sense of touch, the *Journal of the American Medical Association* says.

The Bible has been translated into Braille, and also the Koran in Egypt. The Osaka *Mainichi*, one of the largest of the Japanese newspapers, publishes a daily in Braille. The greatest books of literature have been translated into Braille and are available in the library for the use of the blind. The American Braille press in Paris produces thousands of volumes for the blind in many countries—dictionaries, school books, trade manuals, classic and popular music and many others.

Louis Braille, the inventor of the system, was the son of a harness maker. When he was three years old he was blinded in an accident with an awl in his father's shop. At the age of seventeen, he was appointed instructor in *L'Institution Nationale des Jeunes Aveugles* in Paris. He was compelled to seek a more practical method of reading. As a result of this need, the Braille system came into being.

State Aid for Adult Education

Twenty-one states give financial aid to school districts which provide adult classes, the United States Office of Education reports. The state paying the largest percentage is Delaware, which provides 98 per cent of the cost. Fifty per cent is the most common division of the cost of adult education between the state and the local community.

The office points out that education in this country is a state function; hence it becomes the duty of the state departments of education to provide opportunities for those who cannot take advantage of the regular school sessions during the day.

The states reporting give 2,439 communities as holding classes for adults and the enrollments as 262,308 for the year 1927-28.

Thirty-four institutions of higher learning are reported as offering training for teachers of adults and six states report that they have illiteracy commissions.

Connecticut has recently confined adult education to the nonEnglish speaking adults in reading, speaking and writing of English and civics. In Delaware the expansion and extension of its activities in its rural districts are noteworthy. In 1927-28, 1,178 men and women came together for study and discussion in fifty-two centers of rural Delaware. Their ages ranged from sixteen to eighty years, 60 per cent being between the ages of twenty-one and fifty-five years. Farmers, merchants, teachers, preachers, housewives, engineers, bookkeepers, postal clerks, highway policemen and factory employees attended classes. Their previous education ranged from none whatever to university graduation.

Pennsylvania has a very clear and comprehensive adult educational program along various lines dealing with instruction for illiterates, native and foreign, as well as with extension and correspondence courses. South Carolina is doing excellent work and is emphasizing the teaching of those who have never attended school or who have gone very little.

Index of School Building and School Supply Prices

Contracts for new school buildings totaling $19,009,200 were let during January, thus forecasting an increase in such construction for the year; school supply prices continue to decline

By HAROLD F. CLARK and OSCAR K. BUROS, Teachers College, Columbia University, and JOHN GUY FOWLKES, University of Wisconsin

THE final index of average school construction costs in the United States increased to 98.22 for the month of December, 1929. This figure represents an increase of 0.47 points over the previous month, and an increase of 0.36 points over the corresponding figure in 1928. The preliminary index number for January indicates a slight decrease from the December figure. The index for the entire year, 1929, is 97.97, which is 0.71 points higher than the corresponding figure for 1928 and is the same as the 1927 index number.

The index of school building labor costs continues to increase slightly, with two wage increases during the past month. Notwithstanding the excessive unemployment at present among building mechanics, no wage reductions are reported. In New York City, a recent wage increase brings the daily wage for bricklayers to $15.40 a day—an eight hour day and only five working days a week. The yearly index for 1929 is 103.33 which represents an increase of 0.63 points over the 1928 index number. The January index, 104.03, represents the highest building wages on record.

The final index of the prices of materials used in the construction of schoolhouses is 94.01 for December. The preliminary index for January is

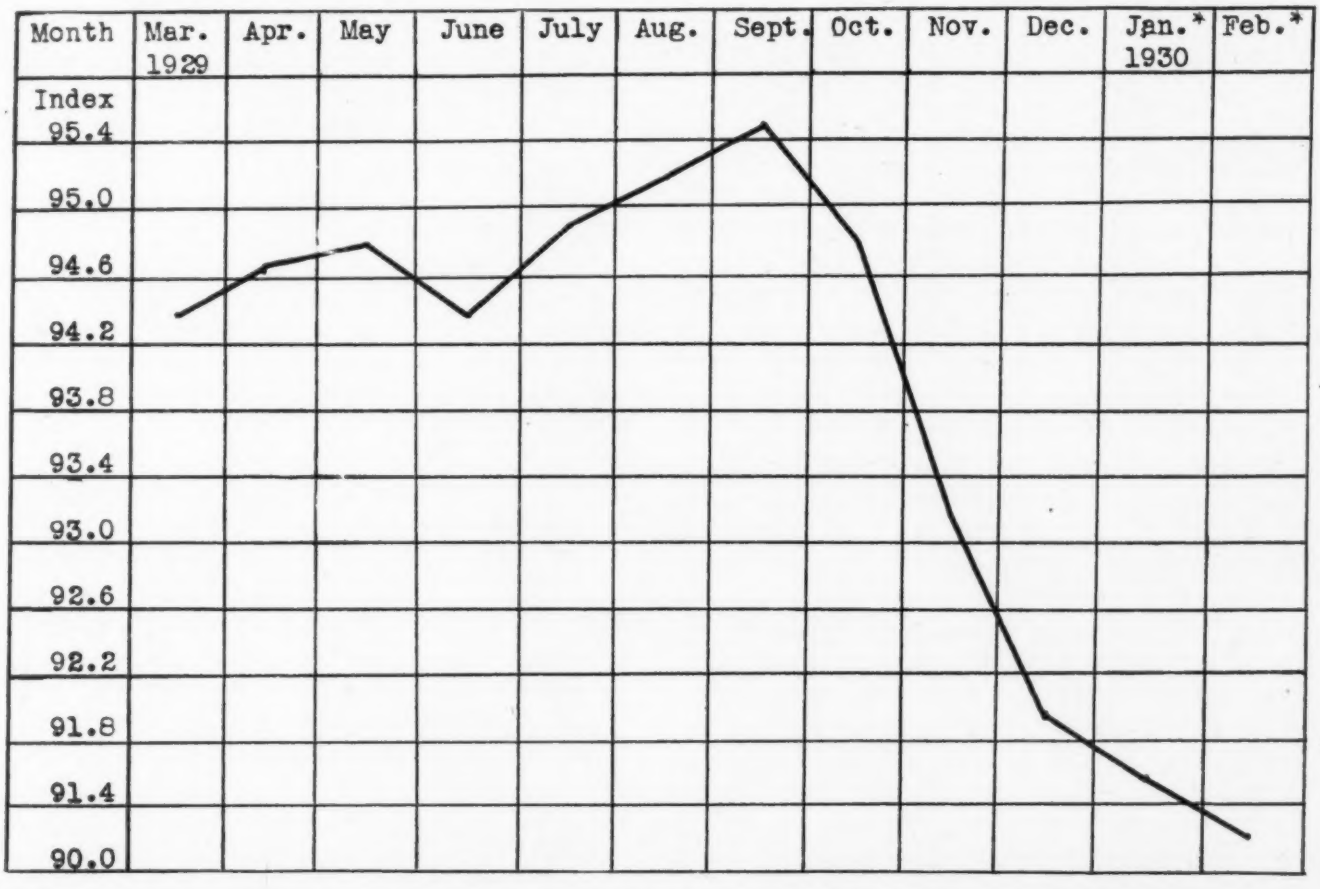


Chart 1. This chart shows the monthly index of instructional school supplies. The dates followed by the asterisk are not final.

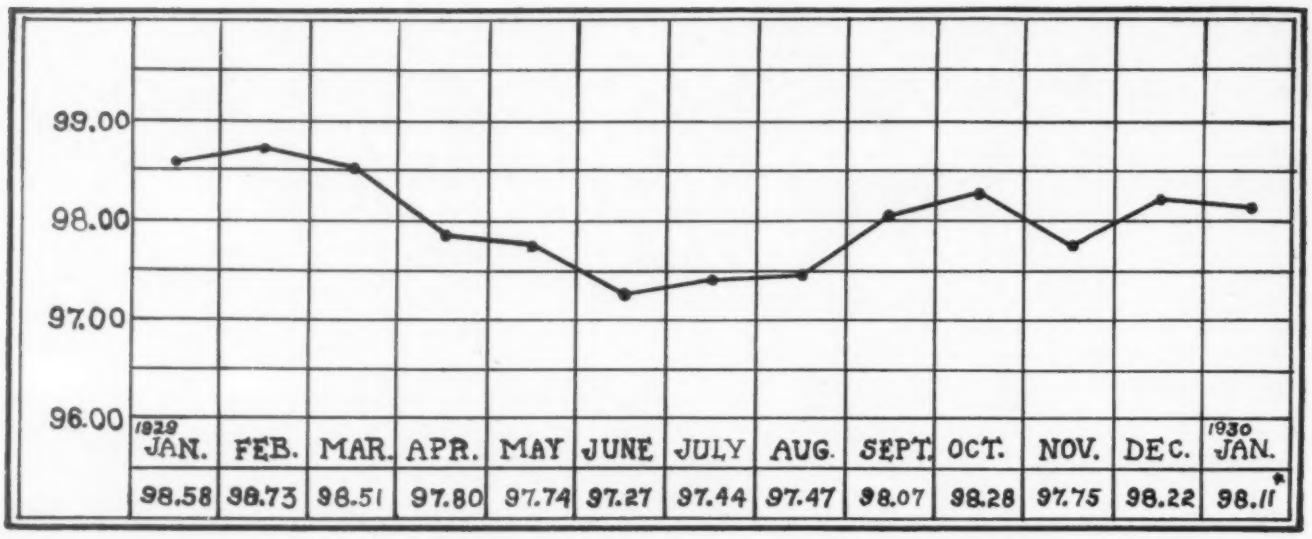


Chart 2. Index of school building prices showing combined building and labor costs. The figures followed by the asterisk are not final.

93.80. The trend of material prices will largely be determined by the future volume of construction.

The total valuation of new building contracts awarded in the thirty-seven states east of the Rocky Mountains, as reported by the F. W. Dodge

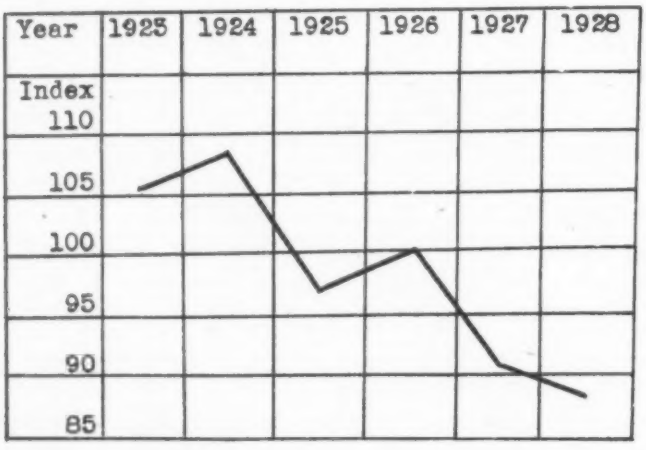


Chart 3. The annual index of the prices of instructional supplies is shown in this chart.

Corporation, amounted to $323,975,200 during the month of January. This represents an increase of 2 per cent over the immediately preceding month. Normally, January's contract volume is anywhere from 5 to 29 per cent less than the preceding December. However, the total valuation is 21 per cent behind that of January, 1929. Since it is the first time in nine years that a January total has exceeded the previous December total, it is believed that the turning point of the current recession has been reached.

The total valuation of new contracts awarded for educational buildings during the month of January is $19,009,200, or 6 per cent of the total reported construction for all classes. This amount is larger than any January in the past six years with the exception of January, 1928. The school administrators are quick to take advantage of the present favorable psychological situation, along with a better bond market, to put through desired building programs. A large increase in educational construction is expected.

In comparison with 1926, there has been marked variation in the valuation of educational

PRICE INDEXES: 1926 AVERAGE = 100

	Material	*Labor*	*Total Costs*
1920	133.42	79.30	110.63
1921	102.27	82.96	94.14
1922	97.51	78.87	89.66
1923	108.28	87.64	99.58
1924	104.13	94.49	100.01
1925	99.84	95.98	98.22
1926	100.00	100.00	100.00
1927	95.01	101.99	97.95
1928	93.31	102.70	97.26
1929	94.08	103.33	97.97
1929			
January	95.32	102.99	98.58
February	95.63	102.99	98.73
March	95.26	102.99	98.51
April	94.00	103.02	97.80
May	93.92	103.00	97.74
June	93.00	103.14	97.44
July	93.13	103.36	97.44
August	93.20	103.34	97.47
September	94.16	103.46	98.07
October	94.28	103.78	98.28
November	93.30	103.86	97.75
December	94.01	104.00	98.22
1930			
January	93.80*	104.03	98.11*

*Not final.

construction in the various geographical regions. When only national figures are examined, educational construction in 1929 is approximately equal to that in 1926. A more careful analysis of construction data shows that New York and northern New Jersey increased their building programs 42 per cent over 1926, while valuation of the building programs of the Southern states decreased 42 per cent. All parts of the United States are unable to equal the fast pace of the eastern Atlantic states. The total valuation of the new schools built in the various districts seems to be a rather good indication of the so-called prosperity of the region in which the school was built.

Index of School Supply Prices

The index of prices of the twenty-two more important basic materials entering into the production of school supplies continues its downward trend of the past six months. The final index for December is 92.0, which represents a decrease of 1.3 per cent from the preceding month and is 2.7 per cent lower than the corresponding figure in 1928. In view of the probability of a slackening in business activity for the first half of 1930, it is unlikely that the tendency for declining prices to occur will be checked during this period.

INDEX NUMBERS OF THE VALUATION OF EDUCATIONAL CONTRACTS AWARDED IN RECENT YEARS BY LOCATION
1926 = 100

Location	*1926*	*1927*	*1928*	*1929*
New England..	100.0	127.6	92.6	118.5
New York and Northern New Jersey	100.0	112.1	147.8	142.4
Middle Atlantic	100.0	98.3	110.4	110.9
Pittsburgh	100.0	117.5	102.6	97.6
Central West..	100.0	82.3	92.0	86.9
Northwest	100.0	79.9	67.6	66.3
South	100.0	98.0	85.6	58.3
Texas	100.0	78.4	102.8	88.3
Total	100.0	99.7	105.2	100.2

Of the commodities used in the preparation of the school supply index, thirteen declined, seven remained unchanged and only one increased. The single most important commodity, paper, is expected to have further decreases. With paper stocks as large as those of a year ago, with the production capacity even greater and with the prospects of declining consumption, a better buyer's market for paper in the near future is indicated.

Meeting the Requirements of the Mechanical Age

"Can we formulate an educational program for a civilization in which radical change may occur at any time, which is speeded up to high pitch, which by use of power and machines is removing from the backs of men the burden of weary toil, and yet which promotes standardized products and measures its progress in terms of dollars and cents?" asks William John Cooper, U. S. Commissioner of Education, in an article in the *United States Daily.*

Mr. Cooper suggests as major lines of attack on such a problem the following procedures: that we ascertain as fully as possible those respects in which present day schools are meeting satisfactorily the demands properly made on them; that we define as clearly as possible the respects in which our schools have failed to meet satisfactorily the problems of this generation; that we study objectively the results obtained in schools, including colleges, which have departed from traditional curricula or methods or both; that we catalogue the inadequacies or deficiencies in our present society, taking for study those upon which our leading thinkers are in substantial agreement; that we hunt for the factors responsible for these deficiencies, estimate the social effects likely to result if they are not remedied, and the possibilities of eliminating them or offsetting them through education. The studies needed if the problem is to be approached in this manner are merely begun, he says. This fact indicates the first step in setting up the educational system for the new America.

Millions of Russia's Peasants Are Learning Their A B C's

In 1897, only 22 per cent of Russia's 150,000,000 people could read and write. In the last nine years, 11,000,000 adult Russians have been taught their A B C's, according to recent statistics.

The latest data show that 55 per cent of the population now knows its letters. A B C books in forty-three languages have been published by the government. In regions of the Soviet Union in which the inhabitants are more backward, the Latin alphabet has been introduced, which is easier to learn than the complicated Slav characters.

The government's five-year industrialization plan provides for educational activities and it is expected that by 1932 illiteracy will be reduced to 15 per cent.

Biology as a Training Aid for Rebellious Youth

Children should be taught early to recognize that morality is founded on reason and does not consist in conforming to a code resting on the basis of authority

By PROF. S. J. HOLMES, University of California

THE present age is one in which youth is actively questioning the authority of the precepts, taboos and prohibitions that their elders have taken as guides for conduct. Morality for most people consists in adherence to a code handed down from the remote past, one that is usually supposed to carry the sanction of divine authority. Morality means obedience. If stealing, lying and murder are condemned by the revealed expression of divine will, it is not necessary to inquire further as to why it is wrong to perform the forbidden acts.

A morality resting primarily on authority is in many ways unsatisfactory. In a highly civilized community in which a considerable proportion of people do their own thinking there are many who do not accept the authority of the traditional code. Many young persons who have come to doubt the religious dogmas of their parents feel that if the theological basis upon which their moral instruction had been based is given up the very foundations of morality itself will be undermined. This persuasion is encouraged by many zealous persons who use it to point a warning against giving up the traditional faith. The policy is a dangerous one, however, and is apt to have a different result from that which was intended. People, if they think at all, are bound to differ on the subject of religion. And the effort to make morals depend upon the acceptance of any particular religious doctrine is apt to prove harmful to morals.

Set Rules of Little Value

I am not arguing against theological ethics. We may for the sake of argument grant that certain rules have been laid down for our guidance. But any set of rules, however extensive, cannot cover all the situations in which we are called upon to act. In most of the affairs of life we have to conduct ourselves in the light of what appears best to do in the circumstances. There may be occasions when it seems advisable to violate even the most generally approved rules of conduct. In many situations there is room for honest difference of opinion as to what is right. Whatever may be the extent of our good will, this indispensable element of the moral life needs to be directed by intelligence. Granting that there is a will to do right, what is right and why it is right is an intellectual problem and as such must be solved by the methods of science.

What Is the Function of Religion?

One of the important functions of religion in human society is to afford an incentive and sanction for the kinds of conduct that are adjudged right, but the kinds of conduct so judged differ with the intellectual enlightenment of different peoples. At various times and places it has been considered proper to burn witches and heretics, to own slaves, to have many wives and concubines, to keep the insane in loathsome dungeons and to treat diseases by the exorcism of evil spirits. Many things that appear particularly atrocious to-day have been done with a good conscience. The changed attitude in regard to the practices mentioned is due chiefly to a wider intellectual outlook and particularly to a growing appreciation of the spirit and method of science.

To be really and effectively good one must be learned and wise. The good will alone is not enough. A person who means well and strives to be good according to his lights is not apt to accomplish much if his lights are poor; he may even do more harm than good if he fails to come to the right conclusion as to what should be done. Throughout the history of Christian civilization there has been too much of a tendency to divorce morality from knowledge and to consider it something apart from the concerns of the intellect.

The progress of discovery, the widening of man's intellectual horizon, the greater diffusion of knowledge among the masses of mankind, the banishment of superstition and the growing recognition of the reign of natural law have made the present age not only more intelligently good

but more humane in spirit than any previous period of history. The proper equipment for leading a really good life in the modern world involves a knowledge of the fields of inquiry that have contributed most toward effecting these changes in the moral life of mankind. This brings me to my proper theme, the relation of biology to morals.

The Influence of Biology

A large part of our conduct is concerned with living creatures, especially animals, among which we must include ourselves. Naturally the more we know of the living world the better we shall be able to solve the problems of conduct that arise in relation to it. Biology has taught us much in regard to the causes of disease. It has enabled us to save life, to assuage pain and to add to the health and happiness of human beings in a multitude of ways. In other words it has enabled us to be effectively moral, whereas formerly, with the best of intentions, we were helpless in our efforts to do good.

Why were our forefathers so stupidly brutal in their treatment of the insane? They believed that the insane were possessed by devils, and kept them in chains and flogged them for their outbreaks of madness. But thanks to the scientific insight of Pinel and his followers, who taught that insanity is a natural infirmity that should be treated like other forms of illness, the world has changed its point of view. Much has been learned of the causes of insanity and much has been done to alleviate this unfortunate malady. Ignorance, fear and superstition always make people cruel. Enlightenment broadens the sympathies as well as the intellect and makes people more humane. The whole influence of biologic discovery and of our better understanding of the ways of life is to make us not only more effective in dealing with the ills of the flesh and the mind, but also more charitable and tolerant in our attitude.

What I have said about the insane applies in several ways to the treatment of offenders. Our attitude has changed in regard to criminals and delinquents, and it has done so for much the same reason that it has changed in regard to insanity. These offenders are studied with the aim of ascertaining why they do wrong, and often a biologic basis is found for their abnormal conduct. This changed viewpoint arose from the development of the scientific spirit.

In matters of sex, biology is leading to a much saner and more sensible attitude. We no longer seek to make ignorance the bulwark of sexual morality. We are coming to have faith in the saving grace of knowledge and understanding. Pupils who learn the elementary phenomena of sexual reproduction in plants and animals are apt to have a much more wholesome viewpoint in regard to the whole subject. In connection with their study of the perpetuation of life pupils should become acquainted with the laws of heredity and the general principles of eugenics. Among the most important duties of life are the production and rearing of healthy and intelligent children. The improvement of the human breed —and it is only too evident that the human breed needs improvement—depends in large measure upon the appreciation by the general public of the desirability and importance of this end. Sex instruction should concern itself not so much with the perils of venereal infection (a knowledge of which, of course, is necessary) as with the larger aspects of the perpetuation of the race. This includes an understanding not only of heredity and eugenics but of child development, child hygiene, children's diseases and child education. An adequate understanding of any of these subjects requires preparation in biology.

Another important aspect of the relation of biology to morals, different from any that have been touched upon, is the relation of biology to the fundamental basis of morality itself. Younger students of biology are not apt to concern themselves much about the real grounds for ethical conduct, but knowledge of the general principles of this science will be of great service in preparing them to appreciate at a later period the relation of morals to the general laws of life.

Morality Is Founded on Reason

Anyone who is familiar with the development of ethics during the last half century cannot fail to perceive how greatly thought in this field has been influenced by conceptions derived from the biologic sciences. As Herbert Spencer has remarked, moral conduct is but a part of conduct in general and cannot be adequately understood apart from a broader consideration of life activities in general. Morality in its essential features is found among animals as well as human beings. Various peoples of the world have their moral codes, and these codes are in essential agreement as to the kinds of conduct they inculcate or condemn. The differences among these codes are quite as instructive as their points of agreement, and they are often explainable as an outgrowth of the peculiar circumstances under which people live.

If we make a comparative study of ethics in the light of biology we shall find that there are sound biologic reasons for the moral practices of the different races of mankind. Nature has made

us moral beings as she has endowed animals with instincts that lead them to seek the welfare of their kind. Sympathy, courage, self-sacrifice and parental love are often exhibited by the higher animals as conspicuously as among ourselves, and all these qualities are indispensable for the conduct of animal life. Likewise, the moral codes of all peoples, which have been worked out under the stress of the struggle for existence, represent the results of race experience as to what is for the best interests of the group.

Why Biology Is Helpful

It is a great error to allow the rising generation to believe that morality consists merely in conforming to a code resting on the basis of authority, and therefore as essentially equivalent to the virtue of obedience. Parents frequently foster this notion by the arbitrary ruling of their children. Most children get the idea that morality consists in doing what one is told. With human nature as it is, the natural effect of this teaching is to make them rebellious. The same tendency prevails to a certain extent in later life. It is therefore important for children to recognize as early as possible that morality is founded on reason and that it represents the best experience of mankind as to the conduct most conducive to human welfare. For the adequate appreciation of this fact, a knowledge of the principles of biology affords a helpful preparation.

Much depends, of course, upon what kind of biology a pupil learns. The field is exceedingly wide and it is possible for one to occupy himself with topics that have little or no bearing upon ethics or the social sciences. Among the topics that should be emphasized in a general and introductory course is the behavior of animals in relation to others of their own species. In a course in general biology that I have given for several years I have treated this topic in relation to the processes involved in the perpetuation of life. An important part in providing for the continuation of the species in many kinds of animals consists in the provision made for the nourishment and protection of offspring. Seeking the proper places for depositing eggs, building nests, guarding eggs and incubation and, at a later stage, protecting and actively nourishing the young, are activities that may be viewed as elaborations of the fundamental function of reproduction.

For reproduction gradually comes to include more than simply giving rise to new individuals. It means, for its really successful accomplishment, supplying the young with conditions that are conducive to their proper development. This may involve much effort and self-sacrifice on the part of parents. The domestic group is the nursery of altruism. The social life of animals may be viewed as a sort of extension of their domestic relations. In the social life of insects, societies are usually simply large families, and in these groups we find an unusual degree of subordination of individual behavior to the welfare of fellow members. The patient labor of the worker ant or bee in gathering food, tending young larvae, protecting the nest against enemies and in performing numerous household duties affords an illustration of unselfish labor and sacrifice seldom equaled by members of human society.

A study of such phenomena as these helps the pupil to perceive that morality is a natural kind of phenomenon, and that something much like it is exemplified by a great many of the humbler members of the animal kingdom.

Suggestions to Supervisors for Self-Analysis

If supervisors would analyze their methods of supervision, they should ask themselves the following questions suggested by W. C. McGinnis, Perth Amboy, N. J., in the *Journal of Education:*

Do I have a clear understanding of the difference between the work of a supervisor and that of an administrator? Do I possess a knowledge of the technique of textbook selection? Do I understand how to apply adequate measures in determining the quality of courses of study? Am I an active and sympathetic member of teachers' organizations? Have I a philosophy of education that I can state briefly and clearly? Can I rate teachers on other than a subjective basis? Do I know what the "laws of learning" are? Can I evaluate classroom procedure on the basis of the extent to which the laws of learning are operating? Do I always remember to keep promises to teachers and pupils? Do I refer teachers to current educational writings? Do I make an occasional analysis of my professional activities?

Am I a better supervisor than I was last year? Do I have definite programs of supervision? Do teachers understand my supervisory programs? Are my objectives clear to myself and to the teachers? Do I keep in mind the fact that the purpose of supervision is the improvement of the learning process and the improvement of the quality and quantity of educational outcomes? Do teachers and pupils appear to be glad to have me visit them? Do teachers voluntarily bring their problems to me? Am I careful to commend good work, remembering that there is no greater spur to achievement than honest praise?

Education on Parade

An Appraisal of the Aims, Spirit and Achievements of the Atlantic City Meeting

By M. V. O'SHEA, University of Wisconsin, Editor in Chief, The Nation's Schools

IF A young man had been debating with himself whether or not he should enter the teaching profession—many young men throughout the length and breadth of the land are debating this question at the present moment—and if he had attended the Atlantic City meeting he would probably now be laying plans to secure a teacher's certificate. He would have been impressed with the magnitude of our educational activities. He would have discovered, and probably have been amazed to learn that there are in the teaching profession upwards of one million practitioners, and over twenty-five million pupils in the various grades of school. If he had not been much impressed by the figures relating to the numbers of teachers and pupils engaged in the educational business, he would certainly have taken notice when he heard that a sum considerably in excess of two billion dollars is spent every year for the maintenance of the public schools. He could hardly have failed to conclude that teaching is not a haphazard or temporary or incidental calling in America.

Our young man would wish to choose a profession in which he would be associated with men of parts—upstanding, vigorous, capable, wholesome he-men. He would have observed legions of such men at Atlantic City. Suppose that before deciding on a profession he had previously attended a national convention of lawyers, one of doctors, one of engineers, one of ministers, one of manufacturers and one of farmers, and had critically studied the personnel in each of these groups. It can be confidently stated that he would have been as favorably impressed by the men at the superintendents' convention as by those at any of the other meetings.

If he were of a reflective turn of mind he would have concluded that a selective process has been going on in our country for two or three decades

Frank Cody, superintendent of schools, Detroit, who presided at the Atlantic City meeting.

Norman R. Crozier, superintendent of schools, Dallas, Texas, the new president of the Department of Superintendence.

Dr. Henry Suzzalo, National Advisory Committee on Education.

which has resulted in bringing into positions of leadership in education men and women of outstanding mental and personal qualities. No other type of man or woman could long survive in most of the administrative educational positions in our country. Aggressive boards of education, exacting taxpayers and parents and a wide-awake teaching staff have all combined to eliminate inferior persons from crucial positions in education. Persons who can hold their own with all the groups directly and vitally interested in the work of the schools must possess straightforward dynamic and positive intellectual and temperamental qualities. Our young man in search of a profession would have become convinced at Atlantic City before the meeting was over that the policymakers in American education are men of parts who, to say the least, measure up to the highest standards set by the members of any other profession.

Another fact prominently in evidence at Atlantic City would not have escaped the attention of our observing young man. He would have seen that the policymakers in American education know what they are accomplishing. Every administrator in a community of considerable size has a staff of investigators who keep him informed concerning the outcomes of the policies and the costs of every kind of educational activity in progress in his community, the degree of success attained by each teacher in accomplishing the task laid out for her and the extent to which the educational program as a whole is meeting the needs of the various interests and groups in the community. One who listened to the educational leaders at Atlantic City would have decided that they are not driving ahead in the dark, not knowing what is ahead of them or anything concerning the road over which they are traveling.

Not a Hit-and-Miss Affair

If our young man had been consulting certain groups of laymen about what profession he should enter he would probably have come to the Atlantic City convention feeling that teaching is pretty much a hit-and-miss affair and that the methods of teaching are the results of trial and error, passed on in an unthinking and uncritical way from one generation to another. If he had had such a notion when he reached Atlantic City he would have abandoned it before the meeting was over. He would have observed men like the president of the convention—there were many men at Atlantic City who are at the head of educational systems much like the one in Detroit—who were accompanied to Atlantic City by associates and assistants, each highly trained and capable in the special field of work over which he has charge. Superintendent Cody has a group of research workers equipped with a technique for finding exact data bearing upon every problem involved in the administration of the schools of Detroit.

Does a taxpayer in Detroit think that vocational guidance in the schools is not accomplishing much of value? The superintendent knows exactly what it is accomplishing—how many pupils in the schools are being advised as to educational and vocational programs, how many are following the advice that is being given them, how many have heretofore made use of the counsel they have received and with what result. Does a parent complain that the teaching of spelling, say, in the schools of Detroit is ineffective and that this subject used to be taught more efficiently than it is now? The superintendent has data at hand that show how pupils now being trained in the schools of Detroit can spell in comparison with the children of former generations. He knows from exact achievement tests just what is the outcome in practical efficiency of prevailing methods of teaching spelling in the schools. He knows whether a method in vogue twenty years ago yielded better results in every-day spelling than do methods now in vogue. Superintendent Cody is not guessing because his research workers are going out into the schools and are

securing precise data. And so with every question that could be brought up by a taxpayer or a parent or a student of education or a doubting teacher—the superintendent of schools has at his right hand a group of investigators who have already secured or can secure facts bearing upon the question at issue.

The situation in Detroit is no different from what it is in many other communities, and all communities are moving forward as rapidly as possible in this direction. When our young man appreciated that an educational policymaker today is for the most part acting in view of precise and adequate data already in hand or that can be secured, his doubts concerning the dignity and importance of the position of school superintendent or principal or supervisor or educational investigator would probably be completely removed.

A New Note in Educational Discussion

During the past two decades, educational leaders have been striving to secure precision in settling educational problems and in the discussion of educational questions. Particularly there has been a persistent movement away from sentimentalism in dealing with educational values, methods and school discipline. This has resulted in the almost complete elimination from educational programs of topics pertaining to idealistic objectives in school work. Let any reader who has not attended meetings of the Department of Superintendence for the last two decades run over the titles of papers read during this period, and he will become convinced that our policymakers have been concerned almost wholly with what might be called the factual and the material aspects of education. In this respect education has developed harmoniously with other interests and activities in American life. As a people, we have certainly been abandoning idealism, alike in thought, in aspiration and in behavior.

Some of us can remember when idealism attracted much attention to the neglect of the dynamic and practical interests of every-day life. In protest against this neglect, educators as well as laymen for two or three decades have been emphasizing real as contrasted with idealistic values. One result of this has been to breed a supercilious and even cynical attitude on the part of the younger generation toward everything of an idealistic character. Three or four years ago this cynicism was so intense and all-pervading on the campuses of colleges and universities that those who knew the situation became alarmed. It will be recalled that there swept the country a sort of epidemic of student self-destruction. Freudian and mechanistic psychology provided no place for idealism so that an increasing proportion of persons have adopted a program of eating, drinking and raising Cain whenever they get a chance because there is nothing else of much consequence. This cynical view has been permeating American life in all its ramifications and it had begun to affect educational objectives, aims and the spirit of school work, at least in the higher departments.

The note of idealism at Atlantic City gives hope that the cynical era is passing and that the worst is over. Accompanying and reenforcing the note of idealism was the note of friendliness. Never before in a national program was friendliness in all educational relationships—teacher and pupil, teacher and superintendent, teacher and school patron, administrator and taxpayer—played up as it was at Atlantic City. It was a glorious idea for the program-makers to bring out into explicit statement that life is or should be friendly and so education should stress friendliness in preparation for life as it should be and can be lived. It may be predicted that this emphasis upon friendly relationships will play a more important rôle in the future than it has in the past in leading those who are engaged in education to be friendly with one another and especially to surround the pupil in the school with an atmosphere of friendliness so that he will take it with him

Charles H. Judd, director, school of education, University of Chicago.

into life and radiate this spirit in his social contacts.

While the Atlantic City program played up idealism and friendliness, still education was looked at as a whole and it was seen that we must not ignore the fact that life is practical, that the younger generation must be infused with a dynamic spirit which will incline them and equip them to deal aggressively and progressively with the actual problems of daily life. Even if it were possible in American education to exalt idealism and friendliness to the point where educated persons would give themselves up to aspiration and friendly emotion, it would be fatal to carry the matter to such an extent, because after all the spirit of American life requires that one should be able to deal effectively with the actual problems that determine physical, intellectual, esthetic and social well-being. The Atlantic City program did not overlook or underemphasize this fact. It played up in actual phrasing and in program construction the dynamic and practical needs of life which should be adequately provided for in the educational process. At the same time, regarding life as a whole and education as the process of preparing adequately therefor, the program-makers saw that training for the best use of leisure is of importance, and the subject of recreation was brought to the front more by explicit statement and by program allotment than had been done at previous conventions of recent years.

Supervision Discussed in Detail

Questions pertaining to supervision in rural and urban schools received more attention than any other questions. Educational finance received attention, vocational guidance was not neglected, provision for the needs of the highly gifted and the less well endowed pupils in the schools were discussed, the changes taking place in society, which require that the schools should modify their programs to meet new conditions, all were duly considered, but supervision stood out beyond the other topics and commanded special attention. It should be emphasized, however, that the general and sectional programs comprehended the whole range of education viewed as a unity and considered how the educational process could be directed with a view to the attainment of a rounded life in which leisure and recreation shall have a place, and idealism and friendliness shall not be subordinated to practical or material values.

Formerly only those who were engaged in the actual administration of schools played an important rôle at the midwinter meeting in the discussion of values of materials of instruction, methods of instruction and systems of organization and administration. Until recently those who were responsible for determining educational policies had but little faith in the doctrines promulgated by educational philosophers or even by those who made an attempt to investigate controverted educational questions by scientific technique. But a different situation existed at Atlantic City. Every program, whether general or sectional, contained the names of seers and investigators as well as practitioners. By "seers" is meant the men and women whose analyses of educational problems and whose suggestions for the solution thereof have received the respect and confidence of practical educational men, even though they have not employed the technique of modern investigation in dealing with these problems. By "pathfinders" is meant the men and women who are now in the front line of educational advance collecting and interpreting facts without being influenced by tradition, preconception, prejudice or vested interests.

Cooperating With the Student of Education

These two groups, the seers and the investigators, joined hands with the practitioners in the consideration of every important problem that was discussed at Atlantic City. The practitioner of to-day has greater confidence in the counsel derived from the groups who are not in immediate control of educational procedure than he had in an earlier day—in fact, he feels a pressing need now for the assistance of the educational scouts and the philosophers. The administrator, no matter what position he may be in, is seeking to-day the cooperation of the student of education, whether he be primarily an analyst, a statistician, or an educational psychologist.

Progress Is Steady

In consequence of combining the results of analysis and research with ability and experience in policymaking, American education is moving toward its objectives securely and confidently. This was the testimony of the group of men who on one of the programs described the progress that has been made in American education during the past few decades. There was universal agreement among those who participated in this discussion that our educational work is now in a transitional stage but that it is being guided by data secured from analysis and investigation combined with data derived from actual experience in the task of training young persons for adjustment to rapidly changing physical, economic and social conditions.

Administrative Problems Upmost at Superintendents' Meet

A GREAT crowd assembled in the beautiful Atlantic City Auditorium for the meeting of the Department of Superintendence of the National Education Association, February 22 to 27, and further sessions were held for allied educational associations. From the viewpoint of convenience and appearance the exhibits this year were exceptional. Attractive color schemes made

Ellwood P. Cubberley, dean, school of education, Stanford University.

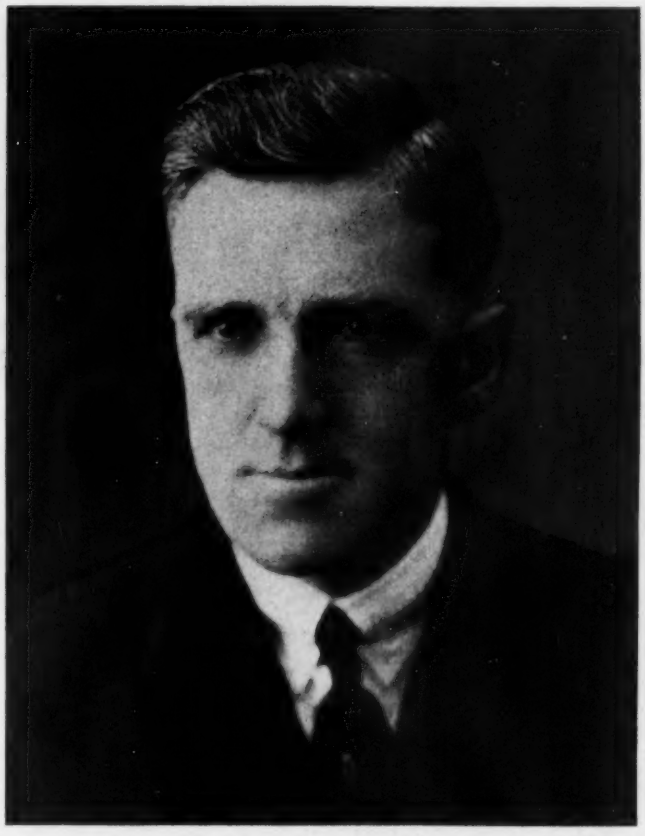
the booths distinctive and a wealth of new equipment was on display. The arrangement of the program for this winter meeting was not nearly so complicated as at past conventions. A logical grouping and system for all the meetings made them easy to attend.

One of the remarkable features of the convention was the pageant held in the auditorium arena Tuesday night, February 25, entitled "The Pageant of Time." This was the seventh session and was presided over by Frank D. Boynton, superintendent of schools, Ithaca, N. Y. The program opened with an inspiring address on "The Use of Leisure Time," delivered by Henry Suzzallo, director, National Advisory Committee on Education. This was followed by an enormous and colorful pageant in the auditorium. The Atlantic City High School band and orchestra and 2,500 teachers and pupils of the schools participated. Nothing so striking has been done before by the Department of Superintendence.

The first general session began Saturday afternoon, February 22, with the opening of the exhibits by Frank Cody, president of the department. Music was furnished by the Atlantic City High School band.

The second general session was a vesper service held in the auditorium ballroom at which President Cody presided. In addition to a program of excellent music, a splendid address, "The Spirit of Life," was delivered by Dr. Reinhold Niebuhr, Union Theological Seminary, New York City.

The third session was presided over by Norman R. Crozier, superintendent of schools, Dallas, Tex-



Thomas R. Cole, superintendent of the schools of Seattle, Wash.

C. B. Glenn, superintendent of schools, Birmingham, Ala., who spoke at the sixth general session.

as. The session was held Sunday night in the auditorium ballroom. The state commissioner of education for New Jersey, Charles H. Elliott, brought greetings in behalf of the state, following which a concert was given by the New Jersey all-state high school orchestra.

On Monday morning President Cody opened the fourth general session and delivered his presidential address. The subject of President Cody's address was "Education in the Spirit of Life."

"Education in the spirit of life," said Mr. Cody, "is education that is the embodiment of our present civilization, education that gives to youth only those experiences of the race that have a direct meaning and use in the world to-day. The religious philosophy of the ancient Hebrew, the art and culture of classic Athens, the body of law of the old Roman state are all of value to us only insofar as they are transferable to our modern age. The Roman tribune in and of himself has no particular interest for us, but as the predecessor of the representative of the people in modern democratic government he makes a definite contribution."

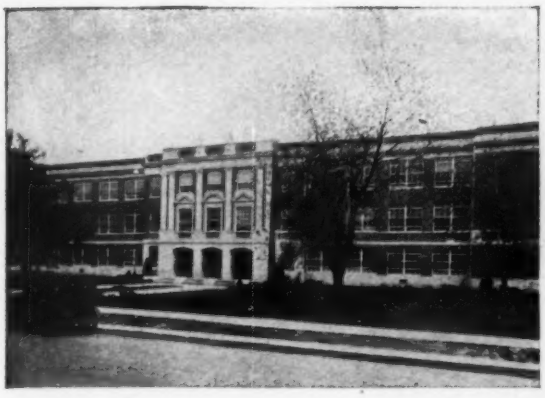
Mr. Cody then discussed the seven characteristics of life and therefore of education. He concluded by saying, "Surely the teacher of to-day stands in a responsible position, and in the last analysis, our education rests on the classroom teacher. Buildings, equipment, organizations are but bulwarks to strengthen him. If he is progressive, practical, dynamic, recreative, friendly, cooperative and idealistic, our schools will be likewise, and we may more nearly meet the ideal of the great Teacher."

Following the president's address, a paper was given by Mrs. Edith B. Joynes, principal, the Berkley School, Norfolk, Va. Mrs. Joynes stated that the successful present day teacher considers her pupils as companions, and that they should think of her as a sympathetic leader.

Mrs. Susan M. Dorsey, superintendent emeritus of schools, Los Angeles, spoke on "Friendliness in Teacher-Superintendent Relationships." "The superintendent may show a friendly spirit by securing a physical environment for teachers favorable to good work," she asserted. "The friendly superintendent will give the teacher help in her efforts towards a better understanding of all the problems of instruction."

Father J. Elliott Ross, associate administrative director, school of religion, University of Iowa, was the next speaker. Father Ross stated that there was a great deal in common in the schools throughout the country, and that it should be of mutual advantage for the superintendents of public schools and the priests in charge of Catholic schools to meet on a friendly common ground for a discussion of any of their educational problems.

Daniel S. Kealey, superintendent of schools, Hoboken, N. J., newly elected second vice-president.



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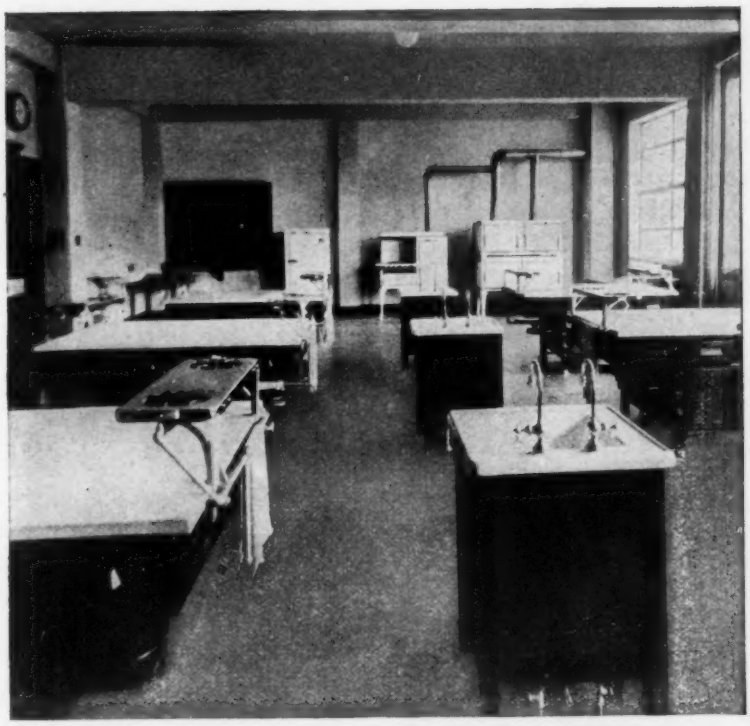
It really doesn't matter what is spilled on a *Sealex* floor. Hot grease, fruit juices, ink, are wiped up with a damp cloth without a trace of damage. Dirt won't grind into *Sealex* floors, either. They keep their good looks—do not become grimy. For ordinary cleaning, a light mopping or sweeping suffices. No scrubbing or scouring or powerful, expensive cleaning agents! No painting, varnishing or refinishing!

This easy cleanliness—this immunity to accidents—is only one of the reasons why *Sealex* floors have been installed in schools, colleges and universities all over the country. Sound-absorbing, shock-absorbing—these resilient, cork-composition floorings make class-rooms, corridors, libraries, dining rooms, offices, etc., quiet and comfortable. And the inherent durability and beauty of *Sealex* materials assure economy and fine appearance wherever they are installed.



Sealex Battleship Linoleum installed in domestic science class-room of Wellington High School, Wellington, Kansas. *Architects:* Schmidt, Boucher & Overend; *General Contractors:* Blazer-Volmer Construction Co.; *Bonded Floors Contractor:* O. McCormick Rug Co., Topeka, Kansas.

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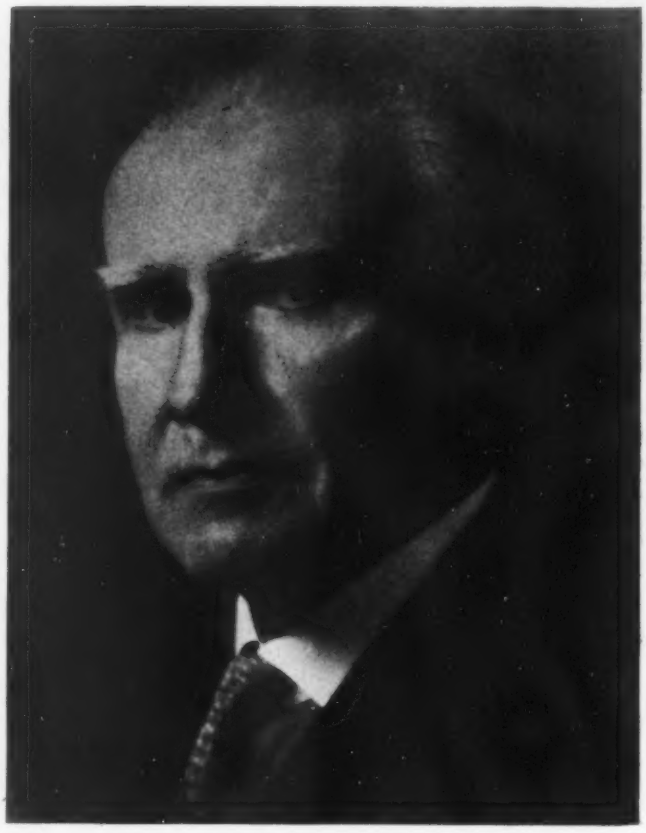
The last speaker was Paul C. Stetson, superintendent of schools, Dayton, Ohio. He stated that "industry and business long ago discovered that it was profitable for them to have pleasant relationships with their public." He emphasized that it was even more important for the public schools to have a perfect understanding with their owner, the public.

On Monday afternoon, the general meeting divided into groups according to the size of cities since it was impossible for the delegates to attend all of these meetings simultaneously. In the group for superintendents in cities of less than 10,000, Worth McClure, professor of elementary administration, State Teachers College, Buffalo, N. Y., spoke on "Effective School Publicity." "There never was a time when the public needed a visual impression of the school more seriously than it does at present. On the one hand, we are confronted with constantly increasing cost arising from constantly increasing demands. On the other, we are faced by the utter inability of to-day's public to visualize the modern room. The superintendent must lead in the interpretation of his schools."

H. H. Ryan, associate professor of education, University of Wisconsin, discussed "The Administration of Ability Grouping." "There is no incompatibility between ability grouping and the principle of individual instruction," Professor Ryan said. "A valid plan of ability grouping facilitates individual instruction by decreasing the range in amount and difficulty of the work the teacher must plan and supervise."

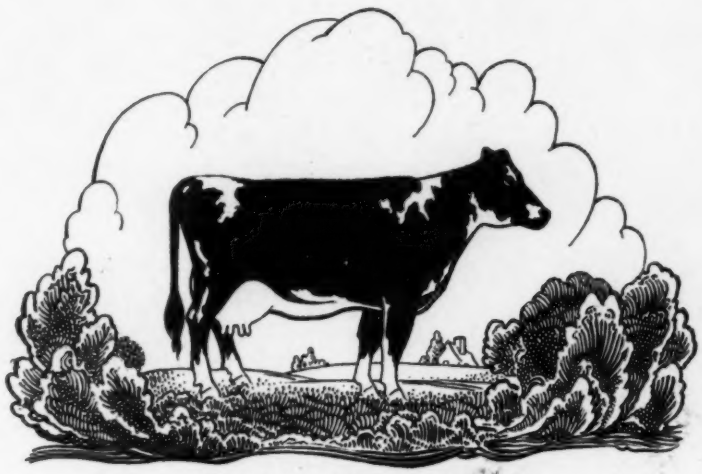
Daniel J. Kelly, superintendent of schools, Binghamton, N. Y.



Walter Damrosch, guest conductor of the orchestral program broadcast on Thursday afternoon.

Willard W. Beatty, superintendent of schools, Bronxville, N. Y., discussed a creative education, and stated that a real education must consist of at least two parts—that which transmits to the coming generation the achievements of the past and that which provides opportunity for creative expression out of which alone can develop the power to contribute further to the permanent heritage of the race.

The group consisting of superintendents from cities of from 10,000 to 50,000 population was presided over by A. W. Elliott, superintendent of schools, Mount Vernon, Ohio. The first speaker was Floyd T. Goodier, superintendent of schools, Chicago Heights, Ill. His subject was "Homogeneous Grouping Promotes Desirable Social Participation." W. G. Brooks, superintendent of schools, Burlington, Iowa, took the other side of the question and pointed out the fallacies of such a grouping. He said that plans and theories of homogeneous grouping by no means had been conclusive. He said he felt that there should be a great deal more study given to the subject. B. F. Stanton, superintendent of schools, Alliance, Ohio, read a paper, "The Call for Statesmanship



INSIST ON THE ORIGINAL

What happened at Niles? It's an amazing little story of how one thoughtful teacher took in hand the health problem of a class of 34 children of whom 28 were underweight. After twelve weeks of feeding them Horlick's regularly every day these were the gratifying results: (1) 100% of the pupils gained weight, (2) at an average *twice the normal rate.* School nurse and supervisor agreed with the teacher that Horlick's was responsible. Let us send you the complete story. As an energy builder this great essence of full cream milk and malted grains —the finest, safest, most nutritious food drink in the world—is without peer. Children are glad to have it because it is supremely delicious.

Teachers! Send your name and address, and without obligation to you we will send full details of the Niles experiment, charts for recording your pupils' weight, and full instruction for serving Horlick's to your class. (Specify number of charts desired.) Address Horlick's Malted Milk Corporation, Racine, Wis.

HORLICK'S

Dean William F. Russell, Teachers College, Columbia University.

in Education." He stressed the point that we must carry on the mission of what is being done in all parts of the United States. John R. Patterson, lecturer in education at New York University, spoke on "The Proper Placement of Formal and Informal Education in Desirable Social Participation."

In the session for the superintendents in cities of from 50,000 to 100,000 population, R. L. Lyman, school of education, University of Chicago, spoke on "Ethical and Moral Values in School Routine." He stressed three points: guidance that prevents cheating; safeguarding honor during examinations; sensible restriction in prizes and rewards.

R. W. Fairchild, superintendent of schools, Elgin, Ill., told of the character training that had been carried on by the direct method in the Elgin school system.

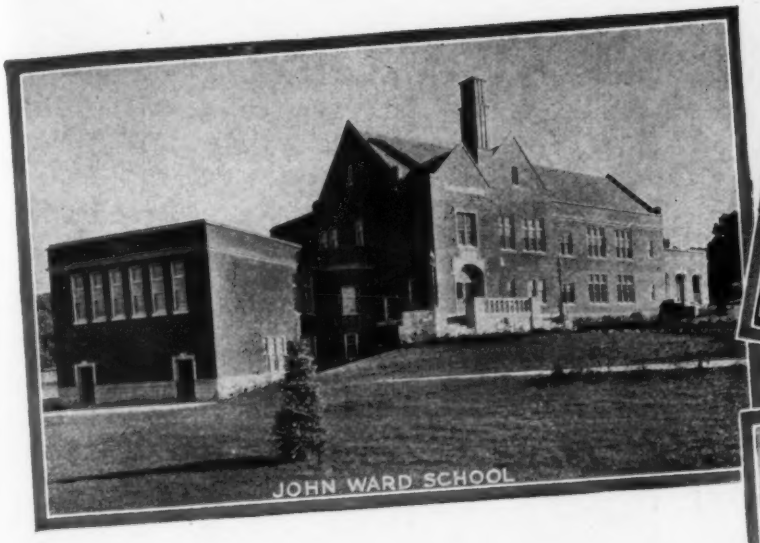
A. H. Hughey, superintendent of schools, El Paso, Texas, presided at the meeting of superintendents of cities of from 100,000 to 200,000. George N. Child, superintendent of schools, Salt Lake City, Utah, spoke on "Making the Schools a More Economic and Effective Means of Education."

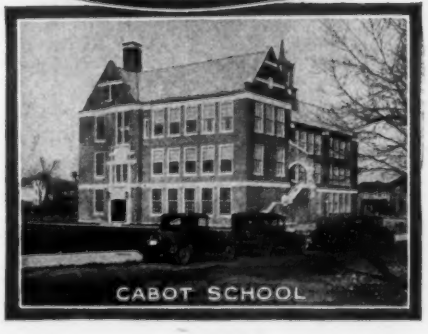
The meeting of superintendents from cities of more than 200,000 population was presided over by William J. Bogan, superintendent of schools, Chicago. Frank A. Rexford, director, department of civics, New York City public schools, read a paper, "The City as a Civic Laboratory in a Large Public School System." He stated that only a small part of citizenship can be handled in the classroom and that a wide cooperative and helpful spirit must be built up which will include the home, the school and the town or city governmental departments.

Group eight was for the city assistant and district superintendents who contributed to a symposium entitled "Distinctive Features of the Status of the Assistant Superintendent in Typical Cities." Reports were received on educational projects. Stephen F. Bayne, district superintendent of schools, New York City, discussed teachers' reactions toward supervision. W. F. Kennedy, associate superintendent of schools, Pittsburgh, advocated an improvement of instruction through demonstration lessons.

Group nine was given over to a discussion of health and physical education. Thomas D. Wood, professor of health education, Columbia University, discussed the question, "What Is the Best School Health Program and How Should It Be Administered?" He listed periodical health examinations, daily health inspections, hygienic school surroundings and a sound program of physical education carried out on well equipped

Edwin C. Broome, superintendent of schools, Philadelphia, gave a talk on health and education.





10 public schools in this city are equipped with PeerVent Systems

IN the city of Newton, Massachusetts, ten of the public school buildings are equipped with PeerVent Heating and Ventilating Units. Of these, the John Ward School, the Levi Warren Junior High School, the Hamilton School, the Underwood School, the Warren School and the Cabot School are new buildings and the PeerVent Units were installed when the schools were built.

The old buildings in which PeerVent Units have been installed are the Adams School, the Oak Hill School, and the Classical High School. The gymnasium of the new High School is equipped with four super-size PeerVents.

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playgrounds and in good gymnasiums as a basic requirement for a health program. Carl L. Schrader, state supervisor of physical education, Boston, spoke on the same subject and detailed methods of attaining it. Edwin C. Broome, superintendent of schools, Philadelphia, discussed "The Administration of Health and Recreational Education." He stated that the program should have three main objectives: correct information, frankly but tactfully conveyed; proper health habits, firmly established by appropriate practices; sane and wholesome attitudes, developed through proper instruction, living example and abundant practice.

Group ten was devoted to a study of the social adaptation of the young child. Lois Hayden Meek, associate director, Child Development Institute, Teachers College, Columbia University, presided. Douglas A. Thom, director, division of mental hygiene, Massachusetts Department of Mental Diseases, Boston, discussed the question

Mabel Carney, associate professor of education, Teachers College, Columbia University.

from the point of view of the mental hygienist.

The fifth general session, held on Monday evening in the auditorium arena, was followed by a musical program by the Atlantic City High School band. Addresses were given by the Hon. Ruth Bryan Owen, member of Congress from the fourth district of Florida, Frank B. Jewett, vice-president, American Telephone and Telegraph Co., and William John Cooper, commissioner, United States Office of Education, Washington.

Tuesday morning marked the opening of the sixth general session. A symposium on the achievements of American education was led by Charles H. Judd, director, school of education, University of Chicago. He spoke on instruction

Thomas W. Gosling, superintendent of schools, Akron, Ohio, discussed the costs of maintenance.

and told of several experiments that were being carried on, and the mode of instruction. He paid tribute to G. Stanley Hall, John Dewey and J. M. Rice, all of whom have been largely responsible for the changes.

N. L. Engelhardt, professor of education, Teachers College, Columbia University, discussed "The School Plant." "In surveys of school systems that are being made during current years, it is not unusual to find recommendations made for the abandonment of the buildings erected late in the nineties or in the early part of the present century," he said. "Such recommendations are made because these buildings were not constructed with the safety and health of the children in mind. Neither was due consideration given to the complete utilization of the school building for educational purposes."

C. B. Glenn, superintendent of schools, Birmingham, Ala., spoke on "The Achievements in Personnel." He stated that there is a more scientific selection of teachers to-day than for-

Joliet, Ill., High School Band, National Champions, 1926, 1927, 1928. Below—A. R. McAllister, director. He says: "I believe Conn instruments and the Conn service are the best in the world."

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Start with Beginners and Have a Playing Band in 60 to 90 Days

Through this plan it is easily possible to start with beginners and have a playing band in 60 to 90 days. Every detail of organizing, financing equipment, providing group instruction and maintaining interest has been worked out for you. Factory organizers co-operate with school authorities in a way that insures best results. Many outstandingly successful school bands throughout the United States were organized with the help of this service. The same help is available to you without cost and without obligation.

Perhaps the school band question is up for consideration in your school now. If not you may be sure it will be within a short time. Begin now to get the facts you need. Write us for any advice and information you may require. We will be glad to answer any questions and to mail you an interesting free book, "Band Organizing Made Easy."

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Ernest Horn, a member of the faculty of the college of education, State University of Iowa.

merly, and that the certificating is now quite generally vested in the state.

Frank Ballou, superintendent of schools, Washington, D. C., took as a topic, "Finance in American Education." He stated that the increased cost of public education has resulted from an extraordinary increase in school attendance and in the amount of schoolhouse construction, due to the cessation of construction during the period of the war and the necessary but long deferred raise in teachers' salaries. Past presidents' keys were presented to nineteen past presidents who attended the meeting.

Group meetings opened in the afternoon with the first group discussing materials of teaching. Clyde B. Moore, professor of education, Cornell University, stated that there is a business to all classroom instruction and that the ever increasing amount of material equipment to be used in instruction extends and enhances the personality of the teacher. Group two discussed methods of instruction and among the speakers was John C. Diehl, superintendent of schools, Erie, Pa. Mr. Diehl said concerning curriculum revision that it had come through the cooperative effort of superintendents, supervisors, principals and teachers and that supervision that does not embrace the cooperative effort of supervisors has lost an essential element of its effectiveness.

Group four discussed organization. This group was presided over by Walter R. Hepner, superintendent of schools, San Diego, Calif. Mabel E. Simpson, director of elementary grades and kindergartens, Rochester, N. Y., advocated continuous school surveys. She stated that the present program of curriculum revision is making closer articulation possible. She stated further that this phase of the self-survey program will continue for many years. Carter Alexander, professor of education, Teachers College, Columbia University, spoke on "Organization for the Coordination of Business and Professional Services." The unit system, with the business manager responsible to the superintendent of schools, and hence to be nominated by the latter, was Professor Alexander's solution of the difficulty.

In group five, Prof. M. V. O'Shea, editor, The NATION'S SCHOOLS, discussed the theme, "Should the public schools be willing to play a larger part than they are doing in the out-of-school life of pupils?" The young in America to-day are going a faster pace than our young people have ever gone before, Professor O'Shea cautioned. Jazz influences are playing upon them in a way and to an extent that should immediately receive the earnest attention of educators, parents and all who are interested in individual and social well-being. Fred Engelhardt, professor of educational administration, University of Minnesota, dis-

John W. Withers, dean, school of education, New York University.

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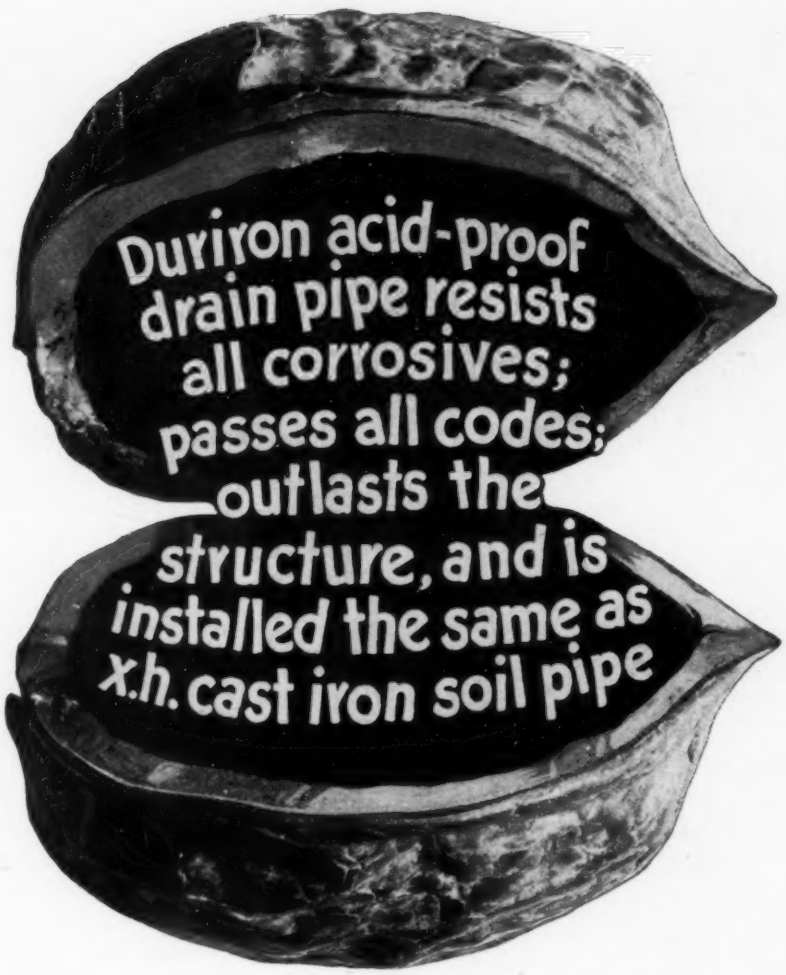
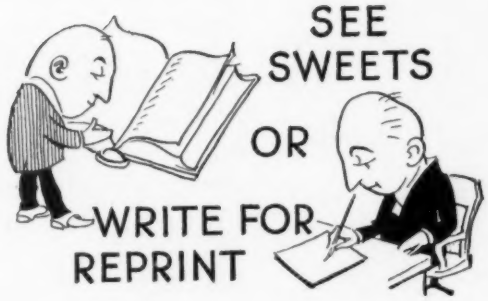
in a nut shell





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cussed the same subject from the personnel standpoint and stated that only in recent years have the school officials provided for the youth who have been unable to meet the educational standard and the school discipline that have been established.

At the group meeting that discussed school buildings and equipment, Charles L. Spain, deputy superintendent of schools, Detroit, spoke on "Scientific Educational Planning of the Building." "If we are to have health with gymnasiums, playrooms, showers, locker rooms, clinics and corrective gymnasiums; if we are to have libraries, auditoriums, nature laboratories and lunch rooms, it is evident that we must have a complex building, and the planning of such a building offers a new problem," he said. "The architect needs the advice of an educational planner who can translate the school program into terms that the architect can understand."

John A. Sexson, superintendent of schools,

Paul W. Chapman, state director of vocational education, Athens, Ga.

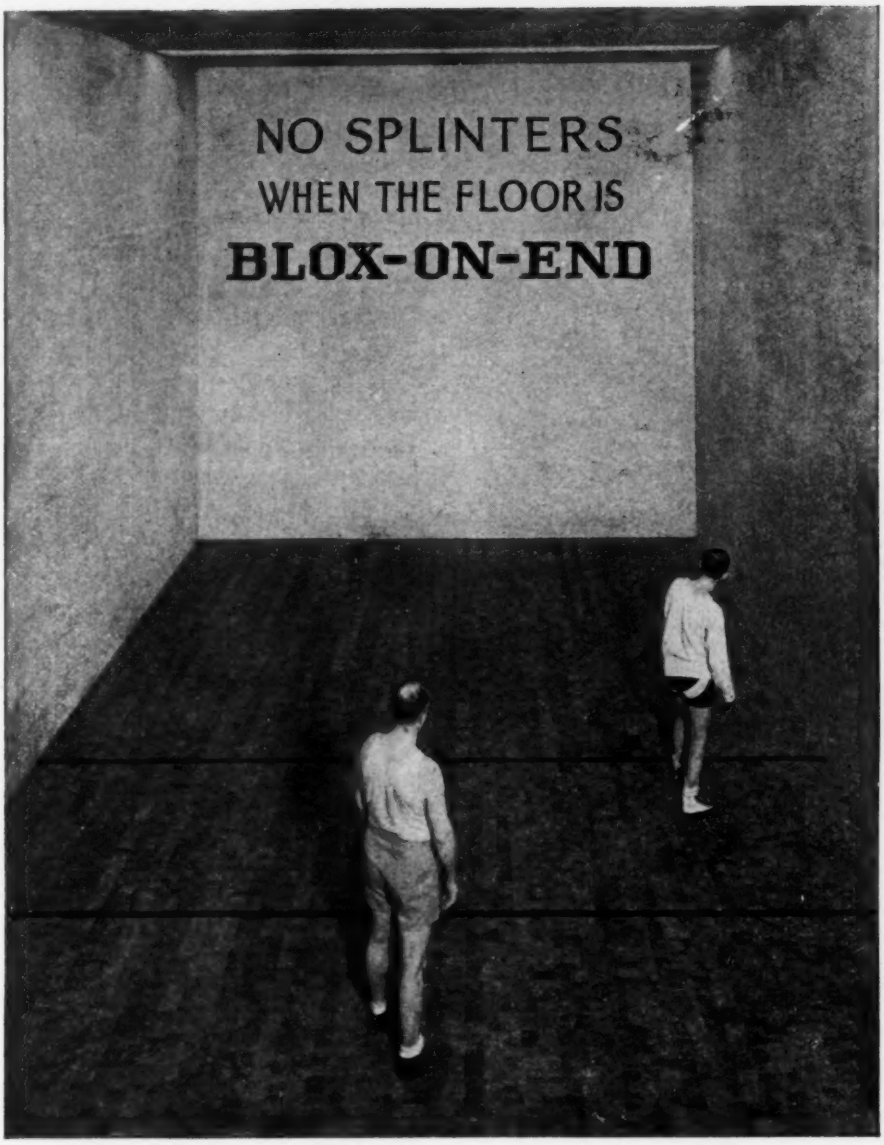
Pasadena, Calif., discussed recent tendencies in the design of school goods. He stated that scientific research on the part of school manufacturers and cooperation with school systems and educational experts sponsored by manufacturers and distributors of school goods are giving a wide dissemination of knowledge with reference to the newest and most serviceable types of school equipment. Operation and maintenance were discussed.

In group seven, Thomas W. Gosling, superintendent of schools, Akron, Ohio, discussed the cost of maintenance. He stated that because of public opinion, boards of education are often re-

J. B. Edmonson, dean, school of education, University of Michigan.

quired to keep in use antiquated equipment and buildings that are ill-suited to the requirements of modern education. George N. Child, superintendent of schools, Salt Lake City, Utah, discussed the educational functions of the school plant. Too frequently, expensive buildings have been erected lacking elements essential to their economical use, sometimes even failing to provide adequately for such important requisites of school life as safety, ventilation, light and heat.

Group eight spoke of the rating and standards of personnel. S. E. Weber, associate superintendent of schools in charge of personnel, Pittsburgh, stated that the main objective in rating teachers is to provide for them definite programs for the improvement of teaching procedures. Mrs. Georgia B. Parsons, president, Los Angeles City Teachers Club, spoke on the same subject. She said that the welfare of society demands that the youth receive an education, that it be of a quality and quantity generally accepted as standard and that it be protected by measurements, just as we in the purely material world protect



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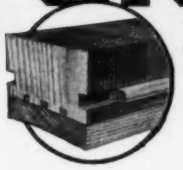

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J. E. Maddy, president and musical director, National High School Orchestra.

ourselves against substitutes and short weights.

Stephen E. Kramer, first assistant superintendent of schools, Washington, D. C., discussed "Administering a Rating System." Another group discussed the cost of public education from the viewpoint of business. John Jay O'Conner, manager, finance department, Chamber of Commerce of the United States, Washington, D. C., said that substantial progress had been made within recent years toward demonstrating the desirability of long term planning of school construction programs.

Group eleven discussed the question of a publicity program. R. G. Reynolds, principal, Horace Mann School, Teachers College, Columbia University, spoke on "Interpreting the Schools to the Public." "Wherever you find an excellent public school system you will find in charge a man who has taken the public into his confidence and who has so interpreted what the schools are doing that the public understands what it is all about and is willing to put money into it."

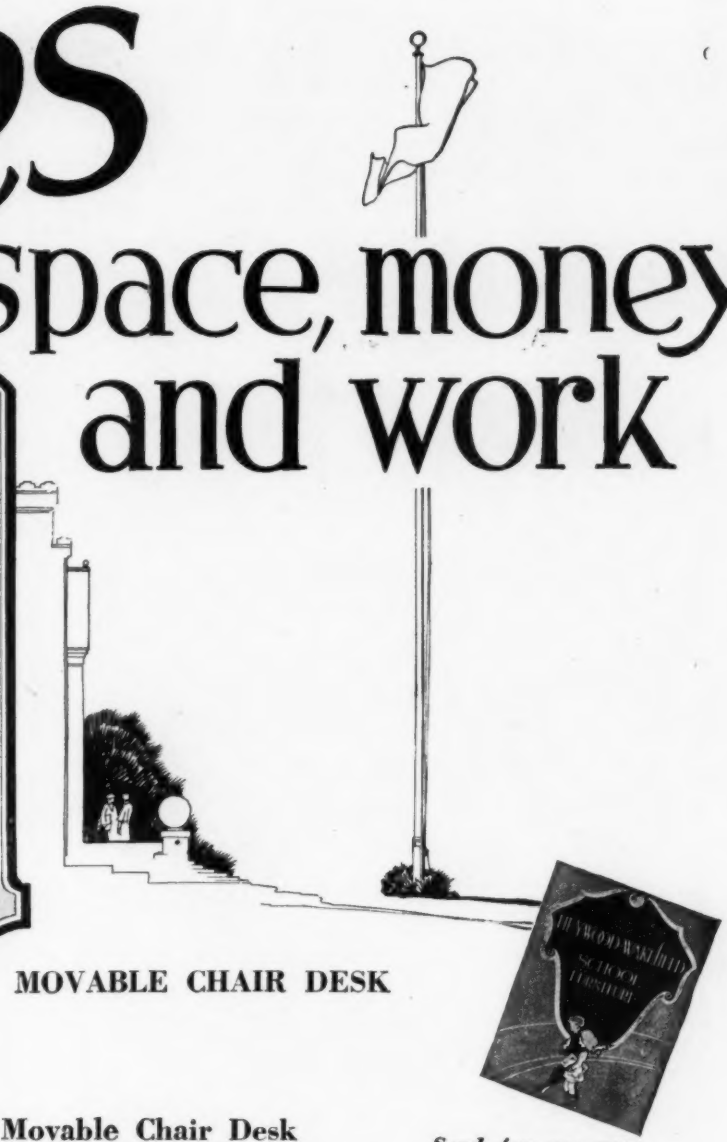
The last group on this program discussed the public relations from the standpoint of cooperation with outside organizations. Elsie M. Smithies, assistant principal, University of Chicago High School, Chicago, spoke on girls' organizations and John H. Beveridge, superintendent of schools, Omaha, Neb., discussed effective cooperation with outside organizations. On Wednesday morning the eighth session was held with J. Cayce Morrison, assistant commissioner for elementary education, Albany, N. Y., presiding. Among the speakers was A. J. Stoddard, superintendent of schools, Providence, R. I. He discussed educational research. He deplored the fact that many educational policies and procedures are still determined by intuition and rule-of-thumb methods. Guesswork, however, he said, is being supplanted by accurate and thorough collection, organization and interpretation of facts.

In the afternoon the group meetings were held with group one devoting its time to problems in state departments of education. J. L. Clifton, state director of education, Columbus, Ohio, was among the speakers who told of meeting the problems of shifting population by attempting to equalize educational opportunities and thus to provide protection for the citizens of the entire state.

Ernest W. Butterfield, state commissioner of education, Concord, N. H., spoke on the subject, "The Obligation of the State in Meeting Practical Needs of Life." Another group considered the problem of county superintendents. G. Watts Cunningham, Sage School of Philosophy, Cornell University, stated that the basic heritage of our rural life lies in the dual attitude of mind that it

George N. Child, superintendent of schools, Salt Lake City, Utah, discussed educational functions of the school plant.

Saves space, money and work



MOVABLE CHAIR DESK

THIS Heywood-Wakefield Movable Chair Desk will stand up under the most severe use. It saves space because it is made in one unit and is of a compact, yet comfortable, design. It saves money because it increases classroom capacity, combines desk and chair in one, and is produced by modern and highly efficient machinery. This desk saves time and trouble, too, since it permits quick, easy, and thorough sweeping and cleaning of the classroom. . . . Notice how the standard, which supports the desk shelf, is curved out to permit more leg freedom and induce better posture. This is but one of the many practical features found in this modern school desk. If desired, a roomy storage drawer, which fits under the seat, may be secured. Inkwells for the desk shelf are also available. . . . Write to the nearest Heywood-Wakefield sales office for detailed information on this and other modern school desks.

Send for our new School Furniture Catalogue 103-S

SALES OFFICES

Baltimore, Md.
Boston, Mass.
Buffalo, N. Y.
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Dallas, Texas
Detroit, Mich.
Houston, Texas
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New Orleans, La.
New York, N. Y.
Oklahoma City, Okla.
Philadelphia, Pa.
Pittsburgh, Pa.
Portland, Ore.
San Francisco, Calif.
Seattle, Wash.
Spokane, Wash.

HEYWOOD-WAKEFIELD

MAKERS OF PRACTICAL SCHOOL SEATING

normally tends to develop, namely, tranquillity of spirit and reverence for individuality.

Ruth M. Johnson, district superintendent of schools, Lewis County, New York, said that to devote one's entire attention to buildings, board meetings and financial reports and to ignore what happens in those buildings is to make the machine of more importance than the product. Superintendents in cities of less than 10,000 population had Fred C. Ayer, chairman, department of educational administration, University of Texas, as speaker. He discussed "Scientific *Versus* Haphazard Supervision." He said that haphazard supervision sets up no specific objectives to be accomplished. In contrast to this type of program, Professor Ayer gave examples of scientific supervision that involved the supervision of definite objectives, the specific assignment of known duties and functions to the different members of the supervisory staff, the adoption of an annual program of supervisory procedure and the installation of an objective plan for checking results.

Paul C. Stetson, superintendent of schools, Dayton, Ohio, who spoke at the Monday session.

In the groups of superintendents in cities of from 10,000 to 50,000, F. T. Vasey, superintendent of schools, Mason City, Iowa, discussed "Campaign Methods in Supervision." Communities as a whole, parents, school patrons and boards of education are too skeptical of the value of trained teachers, he said.

Leo J. Brueckner, professor of elementary education, University of Minnesota, spoke on "The Functions and Value of Supervision." This was given before superintendents in cities from 50,000 to 100,000 population.

The commission on supervision grouped the functions of supervision under four heads: survey or inspection; research; training; guidance. Charles H. Lake, first assistant superintendent of schools, Cleveland, spoke on "The Organization of Supervision." The work in the schoolroom will not be as effective as it should be until we place the responsibility for securing good work in the schools with the principals, he said. Arthur Gould, assistant superintendent of schools, Los Angeles, discussed "Progressive Trends in Supervision in the Secondary Schools."

On Thursday morning the ninth general session was held with E. C. Hartwell, superintendent of schools, Buffalo, N. Y., presiding. The speakers were: Mrs. Louis T. de Valliere, vice-president, National Congress of Parents and Teachers, Trenton, N. J., James E. West, chief scout executive, national council, Boy Scouts of America, New York City, and Walter A. Jessup, president, University of Iowa.

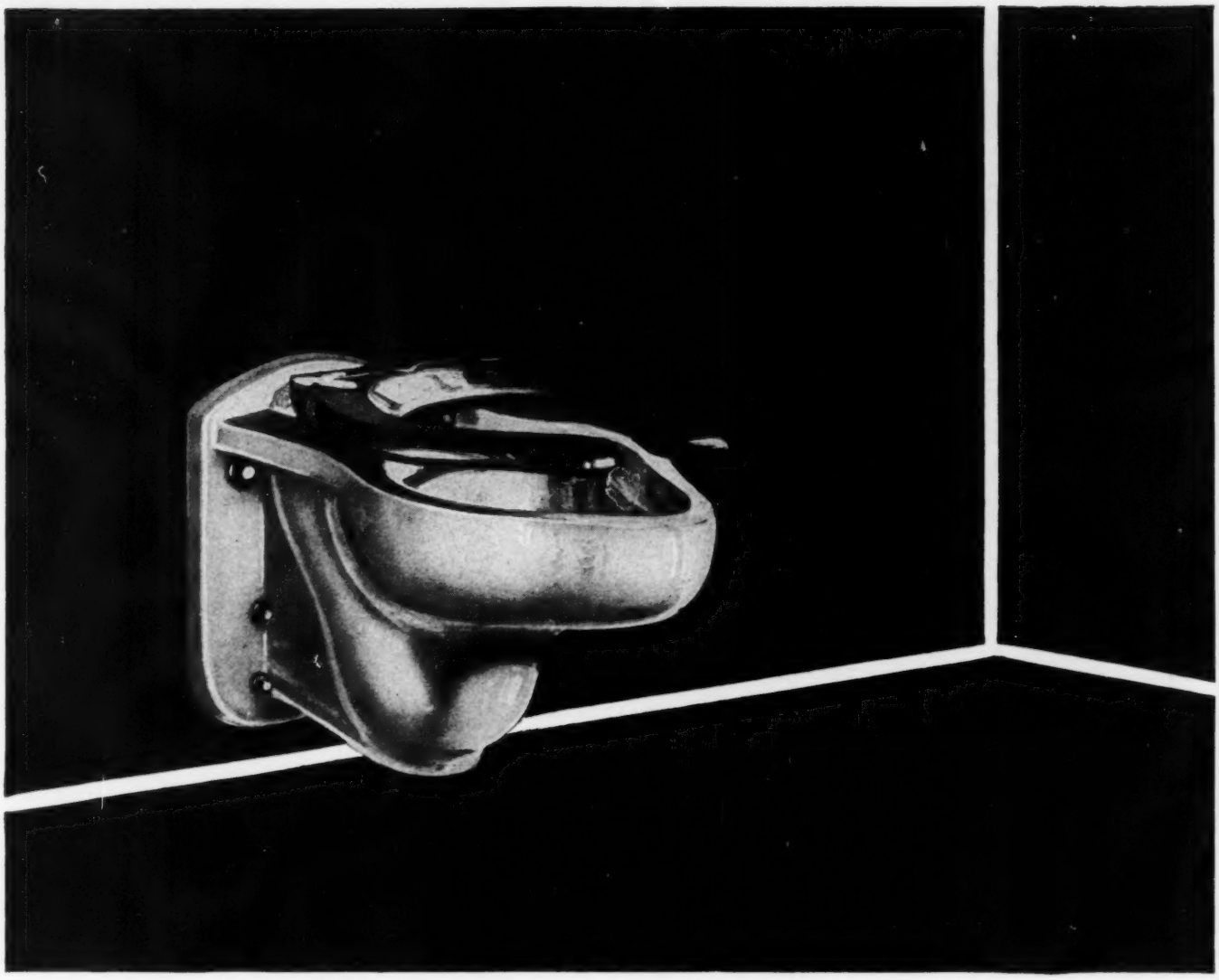
The last session was presided over by President Cody and consisted of an exceptional program of music with Walter Damrosch as the guest conductor. This was the program that was broadcast throughout the United States on Thursday.

One hundred and twenty school men and women boarded a special train at Detroit on Friday afternoon, February 21. The Michigan Special has long been a feature of the Department of the Superintendence meetings. This year it was under the direction of Philip J. Lovejoy, assistant superintendent of schools, Hamtramck, Mich. A radio program was broadcast during the trip in the club car. The motion pictures later shown at the exhibit were taken on the trip. Another special train left at the same time from Chicago.

Many social functions were scheduled for the week, possibly the most delightful being that held in the Chelsea Hotel on Tuesday evening. More than 1,200 superintendents and exhibitors attended this function.

A good time was also enjoyed at the Rotary luncheon given under the direction of Frank D. Boynton on Thursday noon in conjunction with the Atlantic City Rotary Club.

The election of officers resulted as follows: president, Norman R. Crozier, superintendent of schools, Dallas, Texas; first vice-president, Frank Cody, superintendent of schools, Detroit; second vice-president, Daniel S. Kealey, superintendent of schools, Hoboken, N. J.

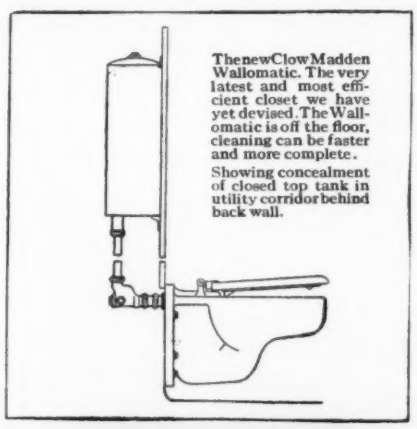


NEVER FAILED...*because someone forgot*...

Clow Madden Automatic Closets never have and *never will* . . fail to flush because someone forgot.

Automatically . . immediately, after the seat has been occupied . . a cleansing flood cleans the bowl, from top through trap.

Clow Madden Automatics "carry on" for the life of the building. Records prove them still "young" after 25 years' steady service.



The new Clow Madden Wallomatic. The very latest and most efficient closet we have yet devised. The Wallomatic is off the floor, cleaning can be faster and more complete.

Showing concealment of closed top tank in utility corridor behind back wall.

Record No. 101
After 27 years of high school service at Rock Island, Illinois —29 Clow Madden Automatics are ready for as many more.

The dependable, simply-built Madden Valve . . permits no waste of water. Maintenance expense is low. Installation records record long years of service.

Don't let forgetfulness leave unflushed closets . . and filthy germs to hatch. Health is too precious to place in the hands of a play-thoughtful child . . a hurried workman . . a careless transient.

James B. Clow & Sons, 201-299 N. Talman Avenue, Chicago

CLOW MADDEN AUTOMATIC

Forty-Eight Styles, Heights and Types to Meet Your Requirements

New Equipment Displayed at Winter Meeting

Exhibits at the Department of Superintendence meeting show manufacturers of school goods alert to the demands of administrators for equipment to keep pace with the progress in educational methods

By PHILIP LOVEJOY, Assistant Superintendent of Schools, Hamtramck, Mich.

THE thousands of delegates to the Department of Superintendence of the National Education Association will never forget the Atlantic City exhibits. Only half of the magnificent auditorium was necessary to seat the delegates, the remaining half providing sufficient space for all of the 253 exhibits. And this arena was but a portion of the entire auditorium. The grand ballroom upstairs alone provided amply for practically every session of the convention.

The mere size of the entire affair made an enormous impression. One felt that the exhibits were of huge proportions because of the environment. Indeed the exhibits were huge—huge in their challenge to the school men of America to utilize the various products shown in facilitating the instructional process for the millions of children under their supervision. Possibly for the first time, one felt that individual profit had been relegated to the background by each of these exhibitors so that the welfare of the school children of America should be given first consideration in the sale of the products represented.

A Picture of Progress

It would be a limitless task to review in these brief paragraphs the thousands of items exhibited by the 253 vendors who had purchased space in the arena. Nor would it be desirable to do so since thousands of readers of The NATION'S SCHOOLS were present as delegates to see for themselves. Rather it is the purpose here to list the items that were new so that readers and delegates may note them for their own use. To the thousands who were unable to attend because of distance or lack of time, this list will present a picture of the progress that school supply companies have made during the convention fiscal year.

Of the 253 exhibitors, forty-eight were of textbook concerns. No attempt will be made to include their wares in this review, first, because of the magnitude of the task and, second, because at each publication, quantities of direct mail advertising flood the country to the farthest hamlet and thereby keep each school executive up to date concerning what is new in textbooks. There remain 205 exhibitors and from these it has become necessary to cull the new and briefly to mention them. Since many companies are working along similar lines, seven or eight vendors were selling the same general product. A few of the significant items have been included in the survey here presented. For the executive to know of the vendors in his particular section of the country will enable him to obtain more specific information about the product described here.

New Ideas Presented

One of the larger supply houses was demonstrating for the first time an easy way for the individual classroom teacher to secure outline maps in a hurry. The outfit consisted of a series of seven rubber rollers each about eight inches long and an inch and a half in diameter. On each was the rubberized outline of one of the various continents or of the United States. A large inking pad accompanied the set. The teacher or student could pick Australia from the set and in ten minutes have a hundred or more maps of Australia. The color of the outline, of course, depended on the color of the ink pad used. It was a ready device and inexpensive, the entire seven rollers costing less than $30. The simplicity of the idea makes it surprising that some one has not presented it before.

One of the important maintenance supply houses has supplemented its jute plug installation service by a special lock washer for screws, and also by an ornamental protector to keep the screws from being removed so easily. The device is simple and is similar to the white enamel caps used to cover screws that fasten fixtures in the bathroom. Two grades of the protector were exhibited. One could be removed and used again while the other was one that would be spoiled were it to be removed.

It goes without saying that a great deal of progress has been made on the talking motion

Read the Details of This New Unique Invention

It is changing all previous ideas of Automatic Drinking Fountains. It gives a degree of efficiency heretofore unavailable. It eliminates...for the first time... the necessity of wasting water to hold the drinking stream constant.

HERE is truly automatic control of the drinking stream. Under tests the Century development performed with this definite accuracy. With 5 pounds pressure the drinking stream was 1¾ inches high; with 45 pounds pressure it was 3½ inches high; and from 45 pounds to 150 pounds pressure there was absolutely no variation in the drinking stream.

Wasting Water Is Costly

Not only does the Century Invention banish forever sudden splashing gushes and inconvenient, unsanitary trickles, but it does not waste a single drop of water. Realize what this means to a school. Think of the actual savings in water costs . . . in cooling costs . . . and on refrigerating equipment. Learn now all the outstanding features of Century Fountains. See illustrations of the attractive 1930 line. The full story is contained in the new Century Catalog. Write for it today.

CENTURY BRASS WORKS, INC.
908 N. Illinois Street Belleville, Illinois

Century SANITARY DRINKING Fountains

Modess

finest product on the market

is now available for vendor service

MODESS, the sanitary napkin made by Jonnson & Johnson, has been on sale in retail stores for two years. It is recognized by thousands of women as the finest product available. Modess advertising is reaching 23 million women this year.

Modess Now Vendible

This handsome vending cabinet is appreciated by both students and teachers because of its convenience. The cabinet is mechanically perfect and is easily operated. Only the proper coin will deliver the napkin carton. When the cabinet is empty, the coin is returned. Separate lock on coin box gives double protection. Modess Refills and Vendors are stocked in over one hundred distribution points. Prompt service is guaranteed. Write for descriptive circular.

ROCHESTER GERMICIDE COMPANY
Rochester New York

pictures for the classroom. Several devices were presented and many valuable films were projected. It is not the function of this article to offer appappraisal of this type of instructional supply, but it may be said that much progress has been made, a clarity of tone secured and interest of subject matter obtained. Another year should determine the exact place of this type of material in the classroom.

Over on an inside row were great reflectors made especially for those schools that desire to play football at night. While it may not be that such reflectors are new, yet the general idea of illumination for evening recreation has just started in this country and many recreational directors will be demanding some sort of lighting material for their tennis courts and playgrounds.

A prominent gas stove company presented a new stove embodying most desirable features for use in the cooking department of the school. Especially to be mentioned are the new burner tubes that effect a more efficient distribution of gas. A push button lighter saves time and burnt hands. Color has appeared on these stoves and they may be closed into a magnificently decorative cabinet. The ovens are spacious and heavily insulated. The broiler is of an entirely new type and the ovens are lined with porcelain enamel. Space prevents the mention of more of the twenty-four new ideas utilized in this stove.

A furniture company from New York City exhibited an excellent table for kindergartens that could be collapsed from a large, round size to a small rectangle, that might be used that way or stored in the corner to permit free use of the central portion of the room.

Teachers' Aids

One of the large paper companies, which last year at Cleveland was exhibiting for the first time Book One of a school crafts' series, has now prepared the remaining three volumes of the set. These, when coupled with the new types of paper materials, provide interesting handwork in almost any grade.

There may be nothing new in safety, but the results of safety education were being demonstrated at the booth of the National Safety Council. The value of human life is so great and the need for carelessness so small that a word must be inserted here to remind the busy executive that while he is securing supplies of a new type for his pupils, unless he urges safety education, he may find himself without need for the education supplies because of lack of children.

In December, 1929, one of the large publishing companies presented a new map of Europe. This is a magnificent piece of work and was demonstrated in all its points of superiority in the middle of the convention hall. The individual color proofs were shown so that one might see for oneself the care necessary in obtaining the infinitesimally correct registry in the final product. Within a few months there will appear a complete map in colors of Little America based on the findings of the Admiral Byrd expedition. This same company is clearing its shelves of surplus stock by forwarding to rural schools ten units of its publication for a nominal charge.

Furniture and Scientific Apparatus

At last the age of color is upon us, and locker companies have decided that the long established dark green can be brightened. Lockers from now on will appear in any tint desired.

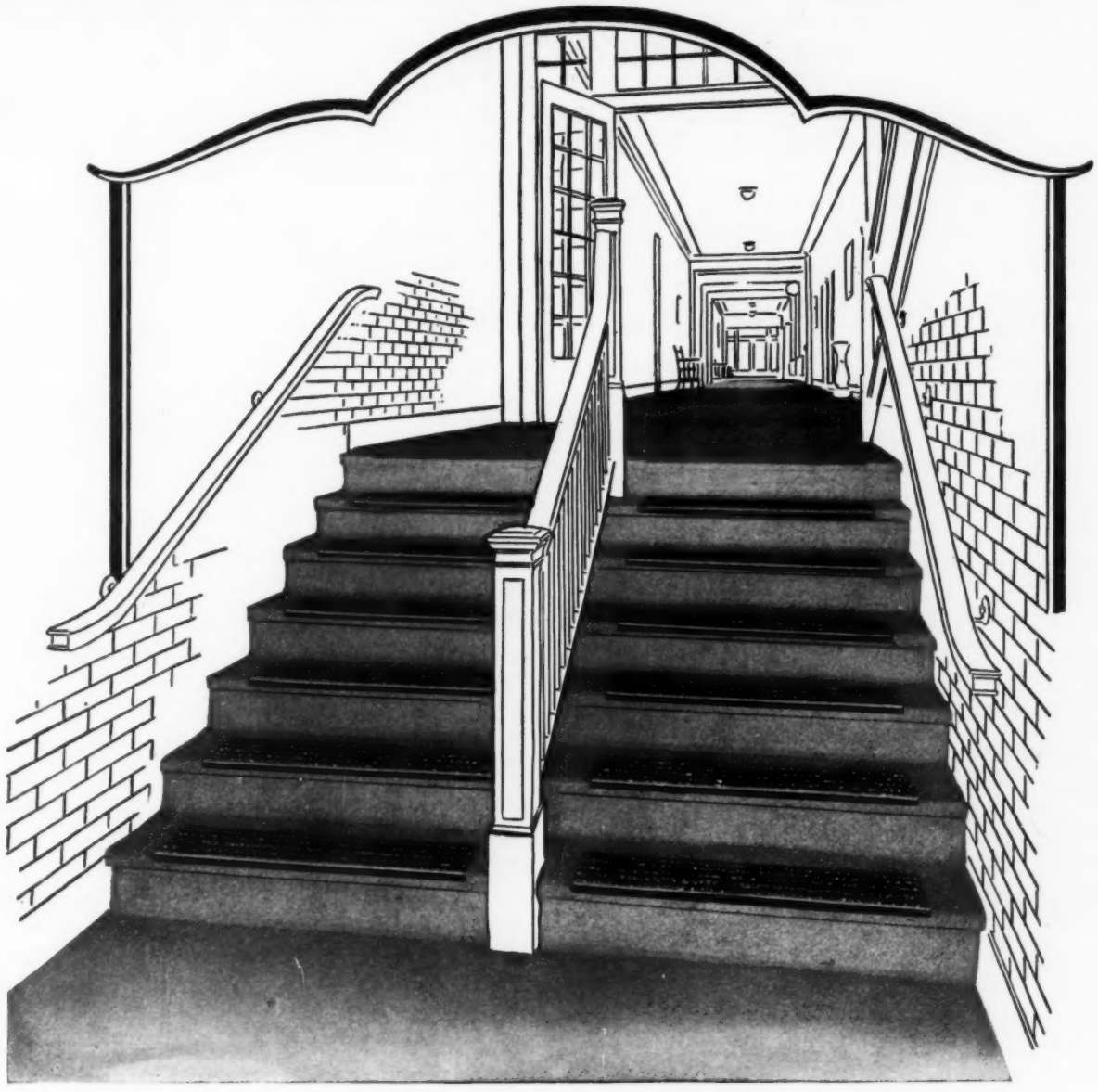
A special gang washer was presented by one of the janitors' supply houses. It was of porcelain enamel, rather commodious, and of value where many pupils must wash in a hurry.

As usual, the scientific companies had large displays of the newest apparatus for helping pupils understand various physical and chemical principles. There was the apparatus for determining the radiation of the infra-red region of the spectrum. There was a short wave radio demonstration apparatus. This latter included both transmitter and receiver. Such a piece of apparatus would assist pupils in understanding how Admiral Byrd was kept in touch with civilization throughout the long winter months of Antarctica.

A library supply house has a special shellac jar which includes a wiping corner and a special method of hanging the brush so that it is always handy. The subject of lacquering books on their arrival from the publishers was also discussed informally by various delegates.

A brand new display stand was on exhibition in one of the booths. This is really a magnificent piece of furniture and adaptable to classroom or corridor needs. It has six leaves in the ordinary unit, but a twelve-leaf unit may be secured if desired. The finish is in a beautiful bronze, but it may also be obtained in black. The same company is also presenting a new type of alternator blackboard. The value of this type of apparatus is that it offers sufficient area to include many pieces of demonstration without penalizing the pupil to the extent of forcing him to view constantly a band of black or mourning around the entire classroom. Little wall space is utilized.

Books were numerous, in fact too numerous to mention, but a publishing house in demonstrat-



Boulevard School, Cleveland Heights, Ohio
Architect, Franz Warner. Contractor, Chas. Peterson Co.

Build Safety Into Your Stairs

Hundreds of youngsters, heedlessly scampering up and down stairs need the protection Wooster Safe-Groove Treads can give to stairs in your school. Thoughtless of danger that lurks in the pits and hollows of worn steps, their safety of life and limb depends upon you.

Wooster Safe-Groove Treads are ideal inexpensive equipment for school stairways. Their broad, deep, safe grooves alternating with ribs of hard, wear-resistant anti-slip provide safe footing for both teachers and pupils. There is no stairway depreciation where Wooster Safe-Groove Treads are used. They prevent wear of the step material.

Wooster Treads can be easily and quickly applied to either new construction or stairs which have become worn or slippery from use.

Write for samples and complete information.

Wooster Safe-Groove Stair Treads

WOOSTER PRODUCTS, INC., WOOSTER, OHIO

Successor to The Safety Stair Tread Co.

ing a home economics magazine had an entrancing little volume on the table that attracted attention. It was a collection of home economics plays, or plays with a purpose. Many prospective wives will enjoy and appreciate the useful suggestions in this volume.

Sufficient demand has been created since the Cleveland meeting to cause one of the duplicating machine companies to present a new and larger unit of their already practical and valuable series. This particular unit works with the same alacrity as the previous units.

For the Modern School

A new series of wall maps was presented consisting of eighteen units, thirty-two by fifty inches. A convenient holder is included with the set. The subjects include rainfall, density of population, cereals, vegetable fibers, fruit crops, cattle, political trade and railroads, plus a number of other interesting topics for the world relationship of geography that will easily correlate with the social implications of the subject.

A kindergarten teacher will relish the new series of blocks presented by a company in one of the center spaces. The blocks form a nest, are rather better constructed than previous sets and are in six distinguished colors. A new type of forged scissors will shortly be presented by this house at a price much less than is now available.

Slate has been elevated from its position of mourning and depression into one of the most dignified of artistic presentations. To the hasty observer new hues in beautiful marble challenge the eye. Plain and spatter finish as well as grained effects are obtainable. The price per square foot is considerably less than marble. Executives with slate installations in their present buildings can have them treated by these various methods to make an entirely different type of room.

A three-legged table with two chairs on ball bearing rollers was offered by a large Midwestern furniture factory. The samples on display were in the process of being refined so that final judgment on their efficiency could not be made. Basically the idea has some merit for a laboratory type of classroom. Before any final appraisal is made the company will have to take the kinks out of the present construction. This they seemed more than willing to do.

A new treatment for floors was presented by a chemical company. This is a first treatment to be given to new floors.

A superintendent at the exhibitors' banquet, which by the way was the greatest event yet staged by the exhibitors and which was attended by nearly 1,200 persons, told me that he had seen but one new item on display—that is outside of textbooks. This merely goes to show that even a careful perusal of the exhibits may not necessarily bring to the front all that is new. The exhibit was of such proportions as to make it almost impossible for the casual observer to examine all that was new. If one had made a careful analysis of the contents of each booth of the 253 exhibitors, one would have had time to attend meetings only in the evening after the exhibits were closed.

This article is the result of a hop, skip and jump journey around the arena. Not every item that was new is mentioned here. Space forbids further detail. It has been the desire to let school executives throughout the country know that the exhibitors are seriously concerned with the progress of North American education and that they are advancing rapidly along all fronts in the battle against illiteracy and ignorance.

When Teachers Were Bought and Sold

School teachers in America at one time could be bought and sold, as the following advertisement in the *Maryland Gazette* of 300 years ago indicates:

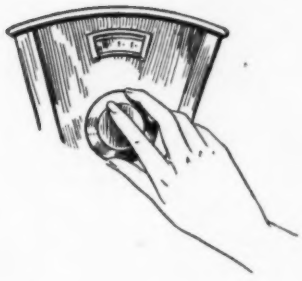
To Be Sold—a schoolmaster, an indentured servant who has got two years to serve. He is sold for no fault any more than we are done with him. He can learn bookkeeping, and is an excellent good scholar.

Even as late as 1777 rewards, ranging from ten to twenty pounds sterling, were offered for the apprehension of runaway schoolmasters, the *Alaska School Bulletin* says. To-day a runaway teacher is worth nothing, but a fugitive real estate agent may bring as much as $10,000.

What Will the Pupil Think About This?

Boys and girls who are irked at carrying report cards home to their parents are going to be doubly irked if the plan proposed by Mrs. Otto Hahn of New York City to the General Federation of Women's Clubs is adopted.

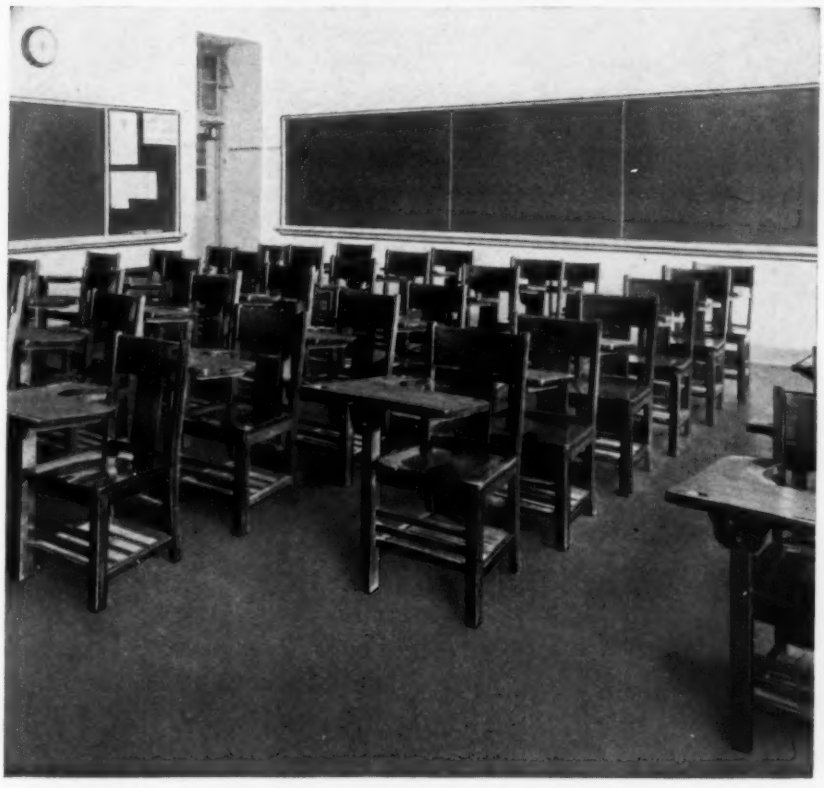
Under Mrs. Hahn's plan, not only will the pupils carry home report cards telling of their scholastic achievements, but they will carry to school reports from their parents on their character development at home.



It's easy to "tune out" *schoolroom static*

-the Armstrong way!

Yakima Junior High School subdues underfoot noises with Armstrong Floors



There are 2400 sq. yds. of Armstrong Floors in the Benjamin Franklin Junior High School in Yakima, Washington.

YOU'RE familiar with classroom static—that constant irritation of shifting feet, scraping chairs, and all the other little underfoot noises that loom so big in a schoolroom. Hard on teacher's nerves. Equally unpleasant for the studying pupil.

You say you'd remedy this, if you could? You can—as simply as you eliminate an interfering station on your up-to-date radio. Like the Benjamin Franklin Junior High School, of Yakima, Wash., you can switch to Armstrong Floors. Resilient and sound-absorbing, this modern linoleum brings restful floor quiet to any room in the school.

Freedom from noise is not all. In the gymnasium, safety is assured, for Armstrong's Linoleum gives a non-slip grip to running feet. And in the kindergarten Armstrong's Linoleum in bright, lively colors makes an ideal play floor. An overturned paint box . . . and the damage becomes fun when the quick swish of a damp cloth restores the original floor lustre. Dry or damp mopping, an occasional waxing, that's all the Accolac Process surface requires to keep it permanently fresh and clean.

Every room in the school can find a distinctive Armstrong pattern that will be "just right." Fully capable of meeting the demands made upon its wearing qualities, this long-lived floor retains its beauty for a lifetime of usefulness.

Armstrong's (A) Product

Is underfoot noise a problem in your school? Then send for a copy of our color-illustrated book, "Public Floors of Enduring Beauty." And remember that you are privileged to call upon our School Service Department at any time for assistance, without incurring any obligation on your part. Armstrong Cork Company, Floor Division, Lancaster, Penna.

Other Schoolmen Say:

"The (Armstrong's Linoleum) floor is practically noiseless, easy to clean, and looks well," says Supervising Principal H. M. B. Lehn, Public Schools, Grove City, Pa. "Unless it were a marble inlaid linoleum floor—which costs more—I know of no other kind that I would like better in an auditorium than our plain color linoleum."

Armstrong's Linoleum Floors

for schools and colleges

PLAIN -- INLAID -- EMBOSSED -- JASPÉ -- PRINTED -- ARABESQ -- ARMSTRONG'S QUAKER RUGS

News of the Month

Educators Discuss Cooperative Institute at Havana Meeting

The first congress of rectors, deans and educators in general from the American States convened on February 20 at Havana, Cuba, for the purpose of discussing organization of an inter-American institute of intellectual cooperation and plans for carrying out such cooperation, according to an announcement made by the Department of State coincidently with the opening of the congress.

The United States was represented at the conference by the following delegates, whose qualifications make them particularly suitable to undertake the important duties they assumed by attending the conference:

Dr. James Brown Scott, chairman, Carnegie Endowment for International Peace, and Dr. John C. Merriam, president, Carnegie Institution of Washington, Washington, D. C.; Dr. Stephen P. Duggan, director of the Institute of International Education, New York City; Dr. Frank Aydelotte, president, Swarthmore College, Swarthmore, Pa.; and Dr. Ellen F. Pendleton, president, Wellesley College, Wellesley, Mass.

Survey of Negro Education Shows 2,400,000 Pupils

The first comparative statistics on Negro school enrollment in the United States are in process of compilation and for 1927-28 the study reveals that there were 2,401,997 pupils in the schools of eighteen states, it was announced at the U. S. Office of Education February 18.

Of this number, 2,211,122 were in the elementary schools, 169,050 in schools of high school grade, and 21,825 in colleges, universities and normal schools. There are among those enrolled in colleges 1,984 attending white institutions, it was pointed out.

The number of Negro students who received a first degree from colleges or universities in 1928 was 1,887. During the same year fifty-six Negroes received graduate degrees.

Liége Will Be Scene of Important Educational Congresses

The International Congress of Professional Technical Education, the Congress of Higher and Secondary Agricultural Education, the International Congress of Higher Commercial Education and the International Congress of Family Education all will meet in Liége, Belgium, during the summer of 1930, according to an announcement issued by the U. S. Office of Education.

At the meeting of the Congress of Professional Technical Education, reports will be presented on the present status of technical training in the various countries. The congress also will discuss questions relating to the organization of instruction to help pupils choose vocations, the intervention of law in favor of technical education, the aid of industrial organizations and the formation of a strong teaching corps.

The International Institute of Agriculture at Rome will prepare the program to be presented by the Congress of Agricultural Education. The preparation of teachers, the organization of secondary agricultural education and the advisability of creating a doctorate in agronomic sciences will be discussed.

These meetings and various others will be held in connection with the international exposition at Liége, which has been planned to symbolize the progress in science and industry in commemoration of the centenary of Belgian independence.

Open Mexican Health School at Chicago Settlement

What is believed to be the first public health school for foreigners ever conducted in the United States was started recently at Hull House, Chicago, under the auspices of the Municipal Tuberculosis Sanitarium. Four hundred Mexicans attended the opening class.

The school was organized by Dr. Benjamin Goldberg, director of the sanitarium, to combat the spread of tuberculosis among the Mexicans, who are especially susceptible to the disease.

Four more classes will be held on succeeding Sundays at Hull House after which the school will be held at the University of Chicago settlement house and in South Chicago. Ten thousand booklets on health and hygiene, written in easy Spanish, have been prepared for distribution among the Mexicans.

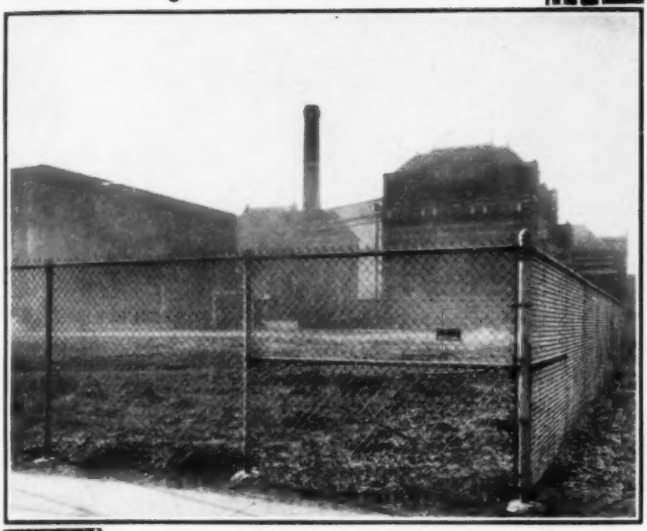
Doctor Dresslar, Noted Educator, Dies at Nashville

Dr. Fletcher Bascom Dresslar, nationally known as an educator and an authority on school hygiene, died at his home in Nashville, Tenn., recently, at the age of seventy-one. At the time of his death, Doctor Dresslar was a member of the faculty of George Peabody College for Teachers, Nashville.

As professor of education, Doctor Dresslar taught at the California State Normal School, Los Angeles, the University of California and the University of Alabama. In 1911 he acted as specialist in school sanitation and hygiene in the Bureau of Education at Washington, D. C. In 1912, he came to Peabody College as professor of school hygiene, a position he occupied until the time of his death.

Doctor Dresslar was a member of the editorial consultant board of The NATION'S SCHOOLS.

Every school . . .



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Without thinking they dash out from the curb in front of fast moving traffic—cut through flower beds—tear up lawns.

Enclose your grounds — keep these youngsters within bounds where they can play in safety. Install Page Fence for positive protection.

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Saves its cost

Furthermore, the LINCOLN Twin Disc will save money for you in 2 definite ways: (1) Because machine scrubbing and polishing is so much faster than hand work, the LINCOLN will save more than its cost in wages alone. (2) Because of its increased thoroughness, the LINCOLN will add years to the life of your floors. This is an important saving!

Big Dividends!

Only the LINCOLN has these two very important features: (1) TWIN DISCS and (2) the entire weight of the machine *on the brushes.* Without them, your investment in floor maintenance equipment will not pay you the big dividends you have a right to expect.

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News of the Month

Music Supervisors Meet This Month in Chicago

The National Conference of Music Supervisors will meet in Chicago from March 24 to 29. Supervisors from all over the country will gather to discuss musical problems growing out of the radio and the talking motion pictures.

Edward Howard Griggs, Frantz Proschowski, Dr. John Erskine, Helen Hay Heyl, Mrs. Ruth Ottway, Guy Maier, Rudolph Ganz, Glenn Frank, Eugene Stinson and Walter Damrosch will be among the prominent speakers at the conference.

The National High School Orchestra, with 300 players, will give a concert, and the National High School Chorus, composed of 400 singers from all parts of the country, will take part in the entertainment.

New York School for Social Research Plans Modern Building

The New School for Social Research, New York City, a pioneer institution for higher adult education, must leave its present quarters by May 1, owing to a new real estate development that includes the present school site. The school has purchased property at 66 West Twelfth Street and has raised $400,000 of the $500,000 necessary to complete its new quarters.

Joseph Urban has designed the new building, which will embody many new ideas in lighting, ventilation and decoration.

Penmanship Teachers Choose Detroit as Meeting Place

The National Association of Penmanship Teachers and Supervisors will hold its annual meeting in Detroit on April 9, 10 and 11.

"Fitting Penmanship to the New Curriculum" has been chosen as the general topic for the meeting and an important feature will be an exhibit under the supervision of Garnette Waters, Hamtramck, Mich.

Program Is Announced for School Business Officials' Meeting

An interesting program has been planned for the annual convention of the National Association of Public School Business Officials to be held in New Orleans, May 20 to 23.

A research committee appointed two years ago has conducted a comprehensive investigation on matters relating to school business and equipment. The following reports of their investigations will be given by members of the committee: "Training the Public School Janitor-Engineer," R. W. Adkinson, Okmulgee, Okla.; "Treatment and Care of Floors in Public School Buildings," O. E. Whalin, California; "Selection, Purchase, Storage and Distribution of Public School Supplies," J. S. Mullan, Rochester, N. Y.; "Fire and Other Insurance for Public School Property," H. C. Roberts, Sioux City, Iowa; "Public School Pupil Cost Accounting," R. L. Daly, St. Louis.

Some of the interesting topics and speakers chosen for the program are: "Superintendents and Business Managers of a School System," E. E. Oberholzer, superintendent of schools, Houston, Texas; "What the Layman Needs to Know About the Business Management of Public Schools," Zeph Hilton, Toronto, Ont.; "Vacuum Cleaning," H. S. Ganers, University of Cincinnati.

Harry D. Payne, Houston, Texas, Roscoe P. Dewitt, Dallas, Texas, and Irwin V. Catharine, Philadelphia, will give talks on architectural subjects.

William Bruce, Milwaukee, Edward Merchant, Philadelphia, and N. H. Bilbrough, Toronto will discuss financial matters of interest to school officials.

C. E. C. Dyson, architect, board of education, Toronto, Ont., is president of the association; Charles L. Barr, assistant commissioner of supplies, St. Louis, vice-president; John S. Mount, inspector of accounts, state department of education, Trenton, N. J., secretary; and Henry W. Huston, auditor, state department of education, Trenton, N. J., treasurer.

Tennessee Appropriates Large Sum for Schools

The state of Tennessee has appropriated $3,027,850 to be distributed to the elementary schools and $244,232 to high schools for the year 1930.

At the beginning of this century, the *School Executives Magazine* states, Tennessee made no direct contribution to the schools from the state treasury, except the interest on an imaginary sum of $2,500,000, nor were there any public high schools in the state.

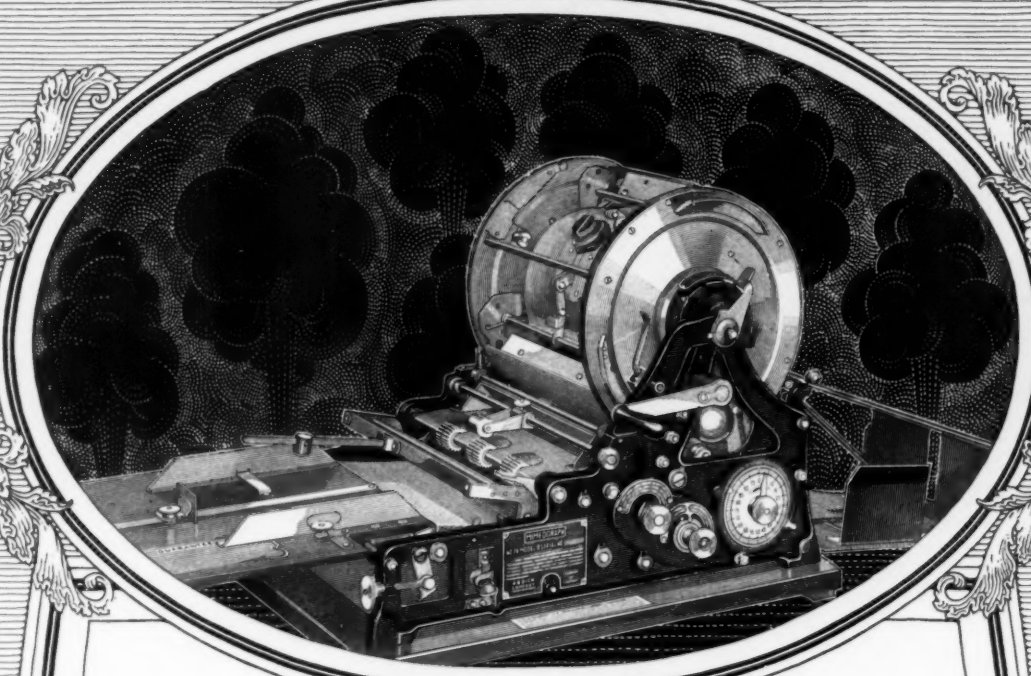
To-day, the state is spending more than twice the sum officially declared to be the principal of the school fund accumulated from the sale of lands before the Civil War.

Baltimore to Have School for Disabled Children

The Maryland Assembly has recently authorized a $1,500,000 bond issue for a school in Baltimore for children with physical or mental disabilities.

Baltimore now has a division of special education in charge of classes for mentally and physically handicapped children, recently created by the city's board of school commissioners.

Dr. J. E. W. Wallin, formerly professor of clinical psychology and director of the bureau of special education and psycho-educational clinic of Miami University, Oxford, Ohio, is the director of the division. In cooperation with a staff of assistants, Doctor Wallin has planned courses at Johns Hopkins for training teachers for the new school in special class work, mental hygiene and investigating problem children, *School and Society* states.



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News of the Month

Fords' Gift to Mountain School Is Announced

Approximately $1,000,000 has been donated by Mr. and Mrs. Henry Ford to the famous Berry Schools for mountain children at Mt. Berry, Ga., it was announced recently. The gift was made five years ago, but the Fords refused to release the fact for publication until recently.

The money has been employed in erecting a unit of buildings, consisting of a girls' dormitory, costing $200,000, a dining hall and modern kitchen, $300,000, and a recitation building and recreation hall, $500,000. The unit, completed in 1928, is in English Gothic style; the buildings are arranged around a square court, containing three pools, floored with blue tile.

The Berry Schools include a boys' school, a girls' school, a college three years old, a school for instruction of children of the faculty and workers employed on the campus, and the buildings included in the new unit.

Pennsylvania Plans Home for Aged and Convalescent Teachers

Through the generosity of Dr. Houston Mifflin, Columbia, Pa., a retired physician and surgeon, the Pennsylvania State Education Association received on January 26, 1929, a gift of an estate of twenty-six acres just east of Columbia, which will serve as a home for aged and convalescent teachers.

The gift was made in memory of Doctor Mifflin's brother, Lloyd Mifflin, Pennsylvania's distinguished painter and poet, and Doctor Mifflin has specified that the home be called the Lloyd Mifflin Memorial Home.

The state education association has approved the gift and on December 27, 1929, voted $20,000 or as much as was necessary for a fund to develop the home.

School Age in England to Be Raised to Fifteen

The education (school attendance) bill, promised by the government of Great Britain, and read for the first time in the house of commons on December 17, raises from fourteen to fifteen years the age up to which the education of the child is required by law, the change to be effective April 1, 1931.

This raising of the school leaving age by one year involves the providing of an additional teaching staff and school rooms and equipment for about 400,000 children and, further, the bill proposes that maintenance allowances reckoned on the basis of need be paid to those parents who are not able to do without the child's income.

The government estimates that the extra cost, not including Scotland, of putting the bill into effect will be £2,500,000 for teachers, buildings and equipment, and £3,000,000 for maintenance allowances. The national exchequer will bear about £2,100,000 of the former and £1,800,000 or 60 per cent of the latter. Local taxes will provide the remaining amounts. The conditions on which the maintenance allowances will be granted have not yet been formulated. The president of the board expects to call a committee of representatives of the local education authorities to help draw up the regulations. Meanwhile he has stated that the national grant will be limited to five shillings or less a week per pupil and will operate for those between the ages of fourteen plus and fifteen plus. Regulations will be revised at the end of five years.

The introduction of the bill and the subsequent discussion of the cost of putting it into force have for a time drawn the attention of the British public, particularly the newspapers, away from the important changes that must be made in the organization of education in England if the pupils are to reap the full benefit of the extra year of training. This is the side of the proposal to which the educators are giving most attention. They are determined that the year shall not be merely another one of schooling and are trying to work out a type of training best suited for children between the ages of eleven plus and fifteen, especially for those who will not continue in the secondary schools and go on to the universities.

Date Is Set for American Education Week

The week of November 10 to 16 has been set aside as the tenth annual American Education Week sponsored by the U. S. Office of Education, the American Legion and the National Education Association. American Education Week, which each year includes Armistice Day, is intended to acquaint the public with the needs, aims and achievements of the schools.

The general program of the week, given below, may be adapted to the needs of the state and community in which it is used:

Monday, November 10—The Schools and the Enrichment of Human Life.

Tuesday, November 11—How Schools Promote Patriotism and World Understanding.

Wednesday, November 12—The Schools of Yesterday.

Thursday, November 13—The Schools of To-Day.

Friday, November 14—What the Schools Have Helped the Individual to Achieve.

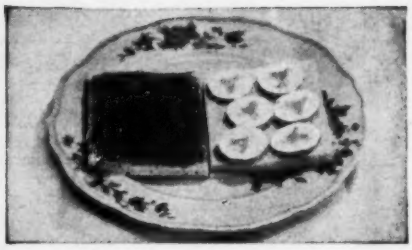
Saturday, November 15—What the Schools Have Helped America to Achieve.

Sunday, November 16—The Schools of To-Morrow and the Future of America.

New School of Education Building Dedicated in New York

The new building of the School of Education of New York University is completed and was used for the first time at the beginning of the second school term on February 3. Dedication ceremonies were held on February 27 and 28 and March 1.

The new building, a twelve-story structure, contains 120,000 square feet of floor space and will accommodate about three thousand students.



Banana and Peanut Butter Sandwich—as popular with children as it is good for them

Banana Salads are particularly welcome during the spring season

5 good reasons why *Bananas belong* in School Lunches

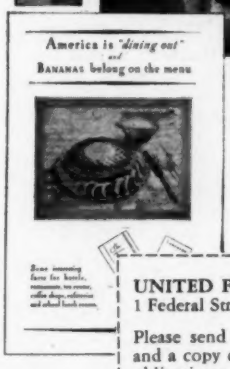
School Authorities are among the first to apply the new knowledge of the *food value* of the banana

SCHOOL cafeteria management is keeping pace with the science of nutrition. School teachers and cafeteria directors understand the importance of serving balanced meals and are suggesting to children the proper foods for sound bodies and health.

Bananas and milk are so nearly a perfect food combination that they receive the endorsement of doctors and nutritionists alike.

Food value is reason enough for serving bananas in school lunches. But there are four more reasons—and all combine to make the banana indispensable! There is *flavor*—every child loves them. They are *available at all seasons*—especially at times when many fresh fruits and vegetables are scarce. Their *economy*—a most important factor when children must be given proper nourishment for little money. Finally, their *convenience* is to be considered. Bananas come in their own sanitary package—are easy to *handle*. They are served just as they are, or are quickly made into delicious salads, fruit cups, sandwiches or desserts.

Let us send you the two valuable school aids illustrated and described here. Clip the coupon now.



This **FREE** *wall card suggests a healthful lunch combination to children*

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"America is 'dining out'" contains helpful suggestions for luncheons. Send for it; it's free

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1 Federal Street, Boston, Mass.

Please send me the Banana and Milk Wall Card and a copy of "America is 'dining out'" with no obligation to me.

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News of the Month

North Carolina Schools Show Progress

A recent survey of the schools of North Carolina, made by the State Department of Public Instruction, shows an amazing growth in the number of pupils served, in physical equipment and in an enriched educational program in the last twenty-five years.

During the period covered by the survey, as analyzed by the *Survey*, the total school enrollment increased from 457,000 to about 800,000, while the value of school property has increased from $2,447,600 to $100,929,200.

The state's changed attitude toward education is shown by the fact that in 1902 there were only forty high schools and only 300 high school graduates in North Carolina. In 1927-28, 11,287 pupils were graduated from white and 1,234 from Negro high schools. The gain in the number of teachers employed is another important evidence of the progress of interest in education—there are now 24,000 teachers in the state in comparison with 9,062 in 1902.

Perhaps the most significant fact revealed by the survey is the widening educational experience that North Carolina schools now afford. Courses in music, art, physical training, agriculture, home economics and manual arts are customary in rural consolidated schools.

Ten years ago, according to the report, only three schools, with an enrollment of about 100 girls, gave courses in home economics, while to-day 9,790 girls study home economics in 227 schools. More than 500 prospective home makers receive instruction in home making in the evening in 225 public schools. Agricultural courses for the boys show equal advancement.

Pennsylvania State College to Give Teachers Advanced Degrees

As a result of a decision of the college trustees, Pennsylvania State College, State College, Pa., will grant the advanced degrees of master of education and doctor of education.

Another satisfactory development, states the *Pennsylvania School Journal*, is the definite arrangement whereby the transfer of undergraduate students between teachers' colleges and the state college can be accomplished without loss of credits.

Rosenwald Fund Bequests Amount to $4,000,000 During 1929

During 1929, the Julius Rosenwald Fund, Chicago, expended $4,000,000 of the $30,000,000 of its capital assets, according to a statement made by Edwin R. Embree, president of the fund, published in the *New York Times*.

The fund was established by Mr. Rosenwald "for the benefit of mankind" with the stipulation that it must be expended within twenty-five years after his death.

Mr. Embree stated that one-tenth of the year's expenditures was used for the establishment of Negro school units, bringing the number of Rosenwald schools to 4,728, in 818 counties in fourteen Southern states.

Some of the more important contributions for this year include: $100,000 to the National Advisory Council on Education, appointed by Secretary Wilbur to survey the relations of the federal government to education; $200,000 for the demonstration of county library service in Southern states; $85,000 to the National Illiteracy Crusade and to a campaign against illiteracy in Louisiana; $62,500 to the Canadian Mental Hygiene Committee for studies of child growth in Toronto; $50,000 to the Social Science Research Council for Southern Fellowships in Social Science; $37,500 to the New School of Social Research in New York City, and $30,000 to the International Association of City Managers.

Other gifts included $250,000 to Howard University, Washington, D. C., for biological research and for additions to physical plants; $200,000 to Fisk University, Nashville, Tenn.; $100,000 each to Morehouse and Spelman Colleges, Atlanta; $50,000 to defray fellowships for advanced study by Negroes, chiefly to train teachers, physicians and nurses.

Forty-Two Veterans of Chicago Schools Are Retired

Thirty-three women and nine men, all at least seventy years old, whose period of teaching aggregated 1,661 years, were retired from the public schools of Chicago on January 31. These former teachers will receive a pension from the state of $1,500 a year for life.

All of these men and women have taught at least twenty consecutive years in Chicago public schools, and eight of them, all women, have been public school teachers for fifty years or more, according to the *Chicago Daily Tribune*.

The faithful forty-two upon whom the state of Illinois will confer its reward include two district superintendents, two music executives, two principals of senior high schools, three principals of junior high schools, thirteen principals of elementary schools, four high school teachers and sixteen elementary school teachers.

Educators Receive Awards for Work With Negroes

Dr. Robert Russa Moton, successor to Booker T. Washington at Tuskegee Institute, Tuskegee, Ala., has received the gold medal and $1,000 awarded biennially by the Harmon Foundation. John Hope, president of Atlanta University, received a gold medal and $400 for his work in promoting college education among Negroes in the South, and W. J. Hale, president of the State Agricultural and Industrial College for Negroes at Nashville, Tenn., received a similar award for his work in advancing the growth of this institution. Janie Porter Barrett, of Peak's Turnout, Va., was awarded a bronze medal and $100 for her work among Negro girls.

Safety! for Children

Protect the School Children. The best insurance against tragic accidents is Clay Chain Link Fence. Enclosed school yards keep children off the streets and protect them from motor traffic while at play. School officials welcome relief from responsibility occasioned by enclosing school yards with Clay Chain Link Fence.

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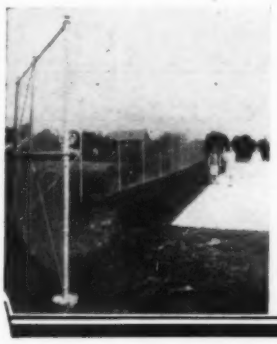

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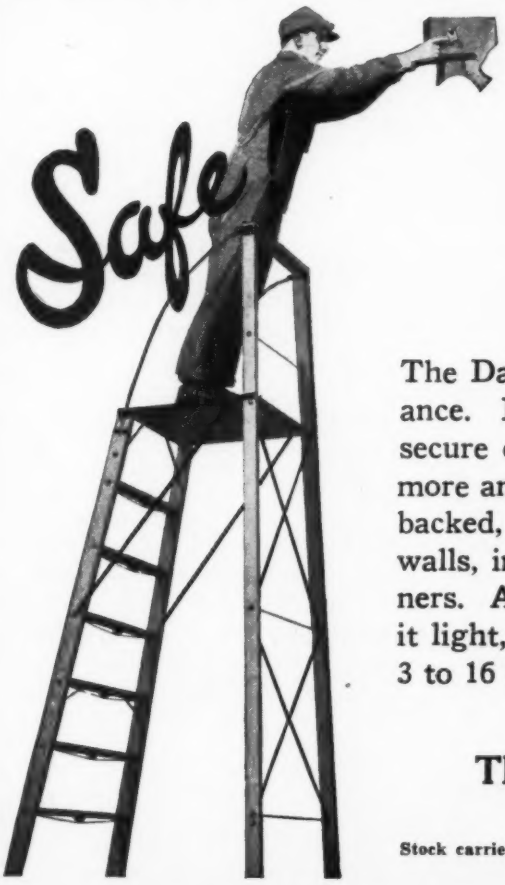

DAYTON Safety Ladder

(Patented)

Portable Safety

The Dayton Safety Ladder is the workman's safety insurance. It stands on its own feet, and makes the workman secure on his. Confidence resulting from using it creates more and better work per man. Straight-backed, permitting close work against walls, in aisles, and in hard-to-reach corners. Airplane spruce construction makes it light, strong, and easy to carry. Sizes 3 to 16 feet. Moderately priced.

Type "B" Dayton Ladder
Smaller, popular-priced safety ladder of Dayton quality. Seven sizes.

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121-123 West Third St., Cincinnati, O.

Stock carried by Pacific Coast Representatives, Bullard-Davis, Inc., Los Angeles and San Francisco and by 160 other distributors from coast to coast.

In the Educational Field

DR. SUSAN M. DORSEY, superintendent-emeritus of the schools of Los Angeles, has been appointed by the governor of California as chairman of the California Commission for the Study of Problems of Education for which the state legislature recently appropriated $50,000.

V. M. LISTON, superintendent at Fort Scott, Kan., has been reelected for another two-year term.

WILLIAM H. MARTIN, principal of Augusta Lewis Troup Junior High School, New Haven, Conn., has handed in his resignation, and has accepted the position of assistant superintendent of schools at Mount Vernon, N. Y.

CLYDE O. DAVIDSON has been reelected superintendent of the schools at Columbus, Kan., for another two-year term.

R. C. ROSS, superintendent of schools at Orange City, Iowa, for almost three and a half years, has announced his resignation, which will be effective at the end of the present school year.

RALPH S. BAKER has resigned as superintendent of schools of Farmington, Mich.

HOMER C. SCARBOROUGH, for the past four years principal of the senior high school, Fredonia, Kan., has been elected superintendent of schools of that city.

FRANK S. HARTSFIELD, Tallahassee, Fla., was elected president of the Florida Education Association at its forty-fourth annual session held recently at Pensacola.

ROSS B. NEWMAN was reelected superintendent of schools at Oscaloosa, Iowa, on a three-year contract.

DR. GEORGE WHEELER, associate superintendent of the schools of Philadelphia, retired on December 31 after thirty-six years of service.

F. H. GILLILAND, the superintendent of schools at Sibley, Iowa, has accepted the superintendency at Devils Lake, N. D.

ALICE KEITH, a resident of Galesville, Wis., has been selected to direct the programs of the "American School of the Air," which will be broadcast twice weekly over the Columbia Broadcasting System. MISS KEITH was formerly director of music in the public schools of La Crosse, Wis.

FREDERICK ERNEST LIBBY, assistant commissioner of education of Porto Rico and for ten years in charge of the elementary schools of the Republic of Panama, died on January 4 at the age of fifty-three years.

J. HURL MCCLELLAN, formerly assistant cashier of the National Bank, Gatesville, Texas, has been appointed assistant superintendent of the State Juvenile Training School, Gatesville.

L. E. HAYES, formerly connected with the schools of Cuyahoga County, Ohio, is the newly elected superintendent at North Olmsted, Ohio.

C. O. SHARPE, for twenty-seven years district superintendent of schools of Sausalito, Calif., recently retired. A. W. RAY has been appointed district superintendent of both Sausalito and Mill Valley.

W. LEE GILMORE, supervising principal of Oakmont Schools, Allegheny County, Pa., was elected president of the Pennsylvania State Education Association at the convention held recently at New Castle.

JOHN P. GIBBONS, formerly supervising principal at Duryea, Pa., is the newly elected superintendent at Ashley, Pa. He succeeds F. HERMAN FRITZ who resigned at Ashley to accept the superintendency at Pottstown, Pa.

PROF. H. C. WEBER has resigned as superintendent of the schools of Nashville, Tenn. PROF. J. J. KEYES will act as temporary superintendent until PROFESSOR WEBER'S successor is appointed.

CHRISTINE VEST, of Yosemite, Ky., has been chosen as teacher of the school for mountain children that has been established near President Hoover's summer camp in the mountains of Virginia. MISS VEST, a 1929 graduate of Berea College, Berea, Ky., has taught in the fifth and sixth grades of the Berea Training School.

EDWIN C. BROOME has been reappointed superintendent of schools of Philadelphia for a term of six years.

MARY COLES CARTER, for thirty-five years head of St. Timothy's School, Catonsville, Md., died on January 15 at the age of eighty.

NORMAN J. PAGE, for nineteen years superintendent of schools of the Haverhill district in New Hampshire, died on February 10, of pneumonia at his home in Woodsville, N. H.

W. C. PAUL has been elected to succeed himself for a term of three years as county superintendent of Lawrence County, Ohio.

MCCALL ALDRICH, superintendent of schools at McGill, Nev., has recently been elected to succeed himself. SUPERINTENDENT ALDRICH is chairman of the Nevada Joint Committee on Junior High Schools, representing the state department of education, the state education association and the state council of school administrators.

THE BOARD OF EDUCATION OF CHICAGO has authorized the Illinois Social Hygiene Council to give a course of four lectures to the teaching staff of every junior and senior high school in Chicago.

LILA M. WRIGHT, principal of Miss Wright's School, Bryn Mawr, Pa., died recently after a short illness. MISS WRIGHT founded her Bryn Mawr school in 1902 and it has grown into one of the best known girls' schools in the country.

DR. FRANK M. PHILIPS, chief of the division of statistics in the U. S. Office of Education since 1923, on February 1 accepted the position of actuary and chief of the division of statistics in the Federal Employees Compensation Commission.

DR. CHESTER A. GREGORY, professor of education and director of the bureau of educational administration of the College of Education, University of Cincinnati, has been appointed acting dean.

WHAT IF THE FOOD IS GOOD,

well cooked and carefully selected,—it is just as necessary that it be served with sanitarily clean china, glass, and silverware.

Wyandotte
Cleans Clean
Sanitary Cleaner & Cleanser

exactly meets this final step in the management of healthful school feeding, for in the dishwashing machine, or for hand washing, it insures a standard of sweet, wholesome sanitation to table service which safeguards the health of the school.

Moreover, Wyandotte Sanitary Cleaner & Cleanser has a use in almost all departments of the school.

Ask your supply man for
"WYANDOTTE"

The J. B. Ford Co., Sole Mfrs., Wyandotte, Michigan

In the Educational Field

ARTHUR T. HADLEY, president emeritus of Yale University, died at Kobe, Japan, on March 5 of pneumonia. Doctor Hadley became president of Yale in 1899, retiring in 1921. He had served as president of the American Economic Association, was a trustee of the Carnegie Foundation since 1915, served as Roosevelt professor at the University of Berlin in 1907-8 and was chairman of the railroad securities commission appointed under the act of Congress in 1910.

W. E. ANDREWS of Buffalo, Minn., has been selected as superintendent of the schools at Lake City, Minn.

DR. FRANCIS P. GAINES, president of Wake Forest College, Wake Forest, N. C., was recently elected president of Washington and Lee University, Lexington, Va., to succeed Dr. Henry Lewis Smith, who has been made president emeritus.

THOMAS A. MCDONALD, Huntsville, Texas, has been reelected superintendent of the Weimar Independent School District, Weimar, Texas, for another year.

JOHN L. GREGORY, for the past year superintendent of public schools at McAllen, Texas, will continue in that capacity for the 1930-31 term.

ANNABEL MATHEWS, a school teacher of Gainesville, Ga., has recently been appointed a member of the United States Board of Tax Appeals, a judicial position that pays $10,000 annually. MISS MATHEWS, a graduate of Brenau College, Gainesville, Ga., taught school until 1914, when she entered the Internal Revenue Bureau. She received her law degree in 1921.

ALVAN R. LEWIS, who was superintendent of schools at Belchertown and Enfield, Mass., for eighteen years, died recently at Easthampton, Mass.

E. C. BUCKLEY, superintendent of the Mendenhall Consolidated School, and V. C. WILLIAMS, superintendent of the Agricultural High School, both of Mendenhall, Miss., have handed in their resignations.

DR. ALBERT BARRETT MEREDITH, who for ten years has been state commissioner of Connecticut, has resigned and will become professor of educational administration in the New York University School of Education.

DR. JOHN DEWEY, the first William James lecturer in philosophy at Harvard University, during the first half of the next academic year will give a series of ten public lectures on a subject not yet announced and will also give seminar instruction to graduate students in philosophy. This lectureship was founded by Edgar Pierce, who was a student under William James.

E. R. VAN KLEECK who has been reelected to serve a second term as superintendent of schools, Walden, N. Y., is the state's youngest superintendent. Mr. Van Kleeck is twenty-three years old.

DR. DON C. BLISS has resigned as principal of the State Normal School at Trenton, N. J. It is understood that DOCTOR BLISS will devote his time to literary work.

MRS. CHRISTINE LADD-FRANKLIN, noted educator, logician and psychologist, died on March 5 at her home in New York City at the age of eighty-two. Mrs. Franklin, a graduate of Vassar College, did much to open higher education to women. She was one of the first women admitted to Johns Hopkins University where she received fellowships for three successive years. Her study at the *Prussian Kultusminster* in Berlin and at other Berlin laboratories was credited with being the opening wedge for women's studying in German universities. She had been a lecturer at Columbia University since 1910.

CHARLES H. LUTZ, Berkeley, Calif., a graduate of the University of California, has received the appointment of business manager of the International House of the university, one of the four Rockefeller projects for the promotion of international understanding and good will among university students.

DR. G. CARL ALVERSON, superintendent of schools of Syracuse, N. Y., has resigned.

ARTHUR FISKE WARREN, head master of the Collegiate School, New York City, for more than nineteen years, has accepted the headmastership at Western Reserve Academy, Hudson, Ohio.

RAY L. HUFF, principal of the Moorehead Elementary School, Pittsburgh, has been appointed to the directorship of the Bureau of Recreation of the state welfare department.

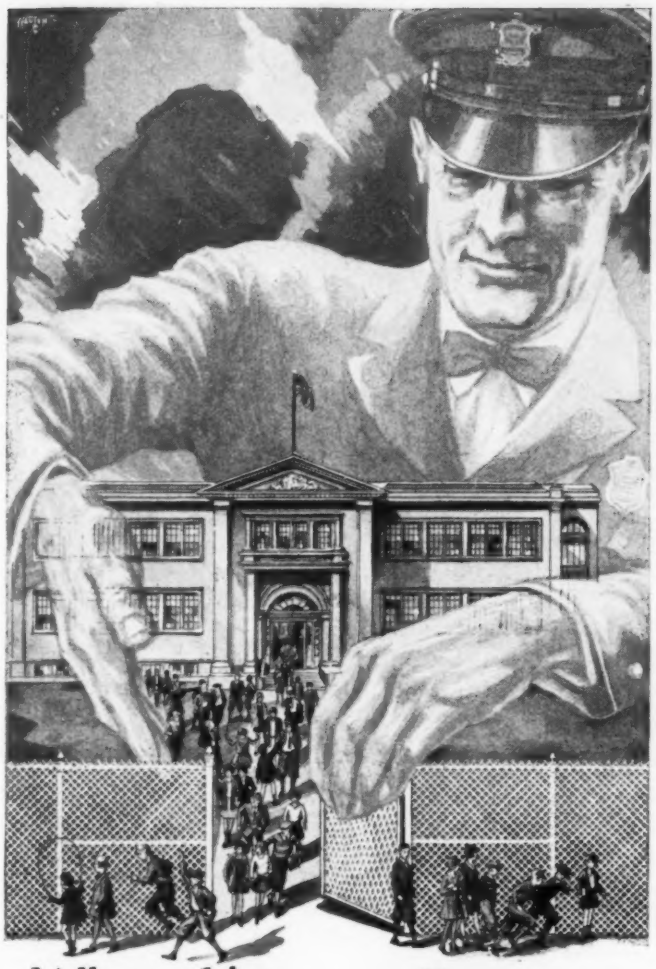
SIR MICHAEL SADLER, master of University College, Oxford, England, will deliver the Julius and Rosa Sachs Foundation lectures for 1930 on secondary education at Teachers College, Columbia University, on March 26, 27 and 28. Sir Michael is one of the leading educators in England.

B. W. GOWDY, who has served as superintendent of schools at Sardis, Miss., for thirty-one years, has been unanimously elected by the board of education to serve another thirty-one years.

Carolina Educator Will Succeed Kinley at U. of Illinois

Dr. Harry Woodburn Chase, president of the University of North Carolina, has been elected president of the University of Illinois, to succeed Dr. David Kinley, president of the university for the last ten years.

The new executive, who is forty-seven years of age, has had a distinguished career as an educator and is regarded as an outstanding college president in the South, because of his ten years' splendid work at North Carolina. He received his A.B. and A.M. degrees from Dartmouth College, Hanover, N. H., and his doctor's degree from Clark University, Worcester, Mass. Following his graduation he went to North Carolina as professor of philosophy of education and has been connected with that university ever since.



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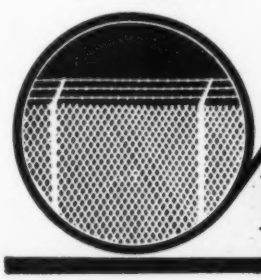

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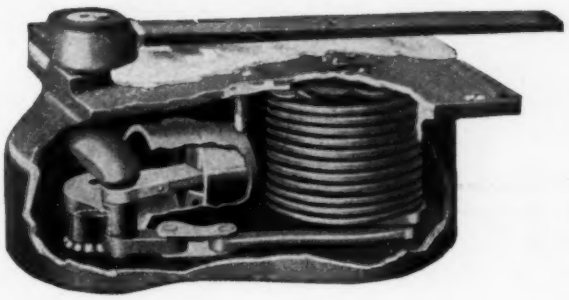

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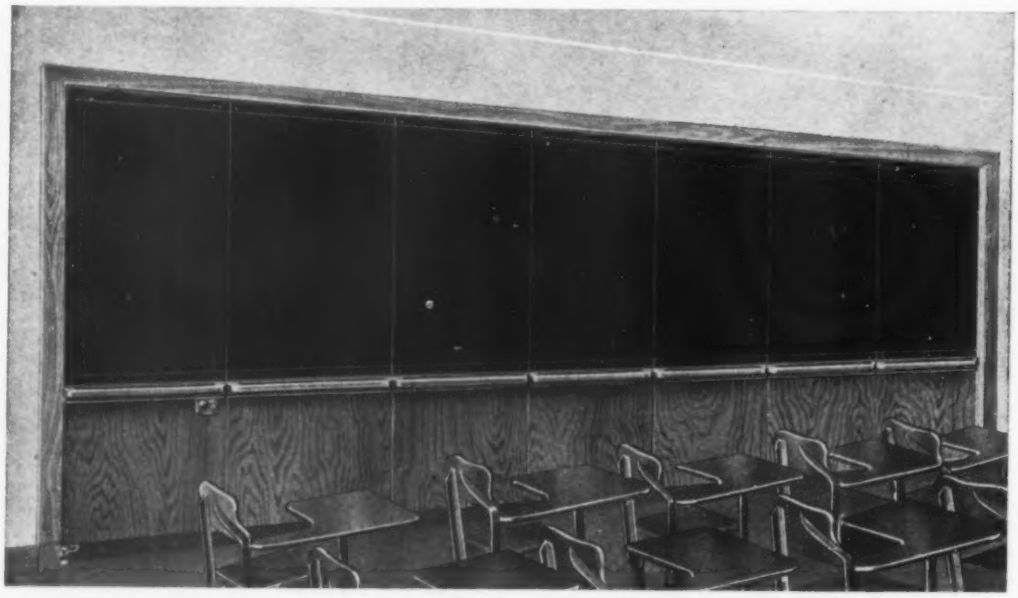

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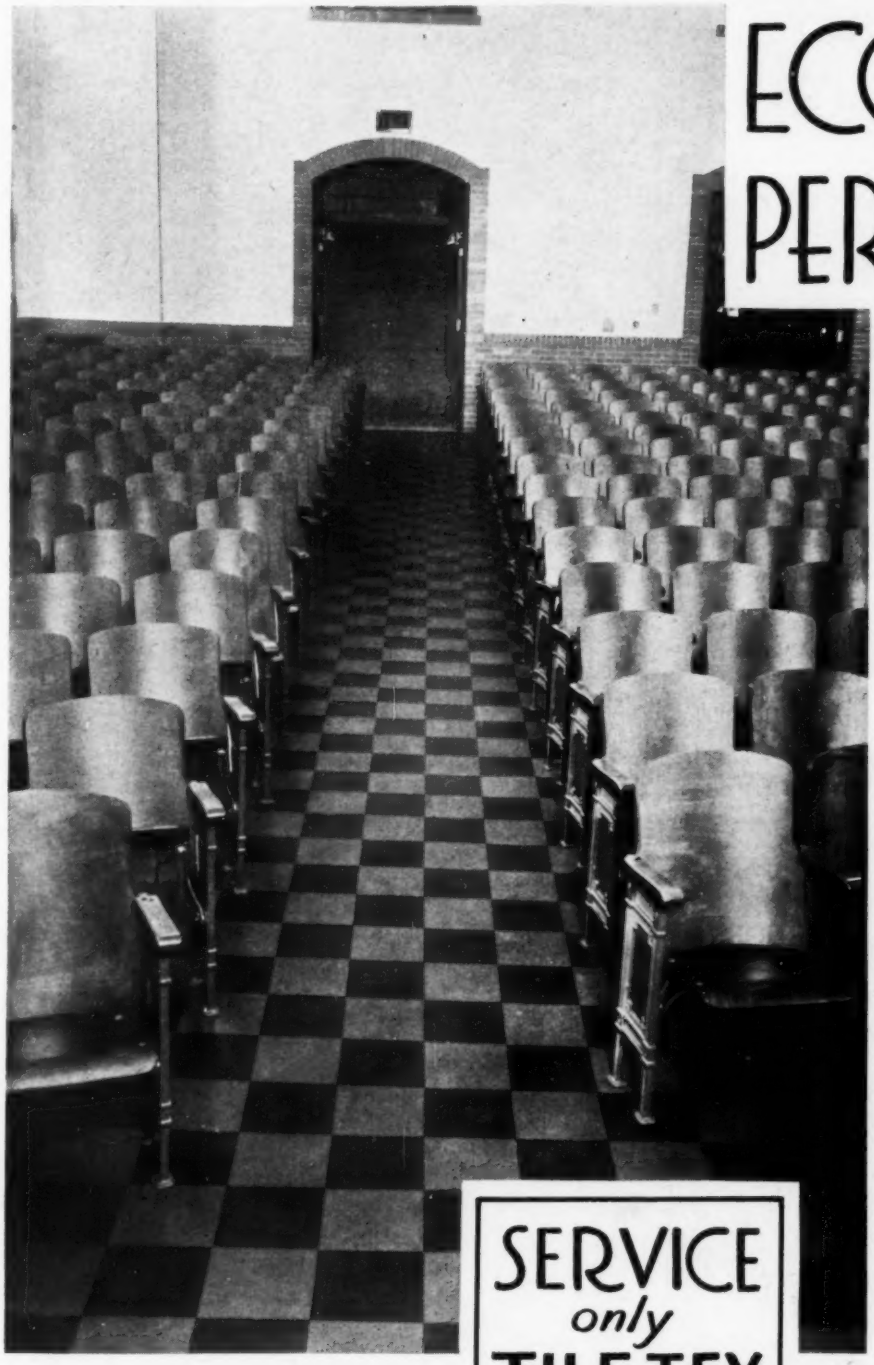

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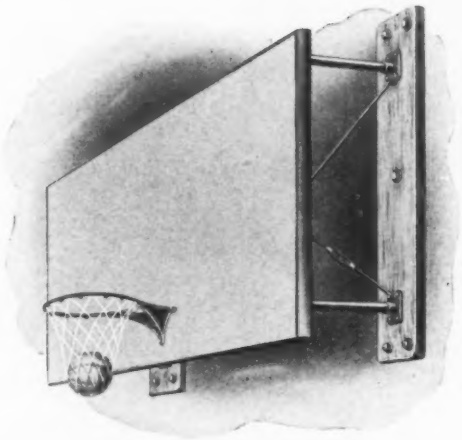

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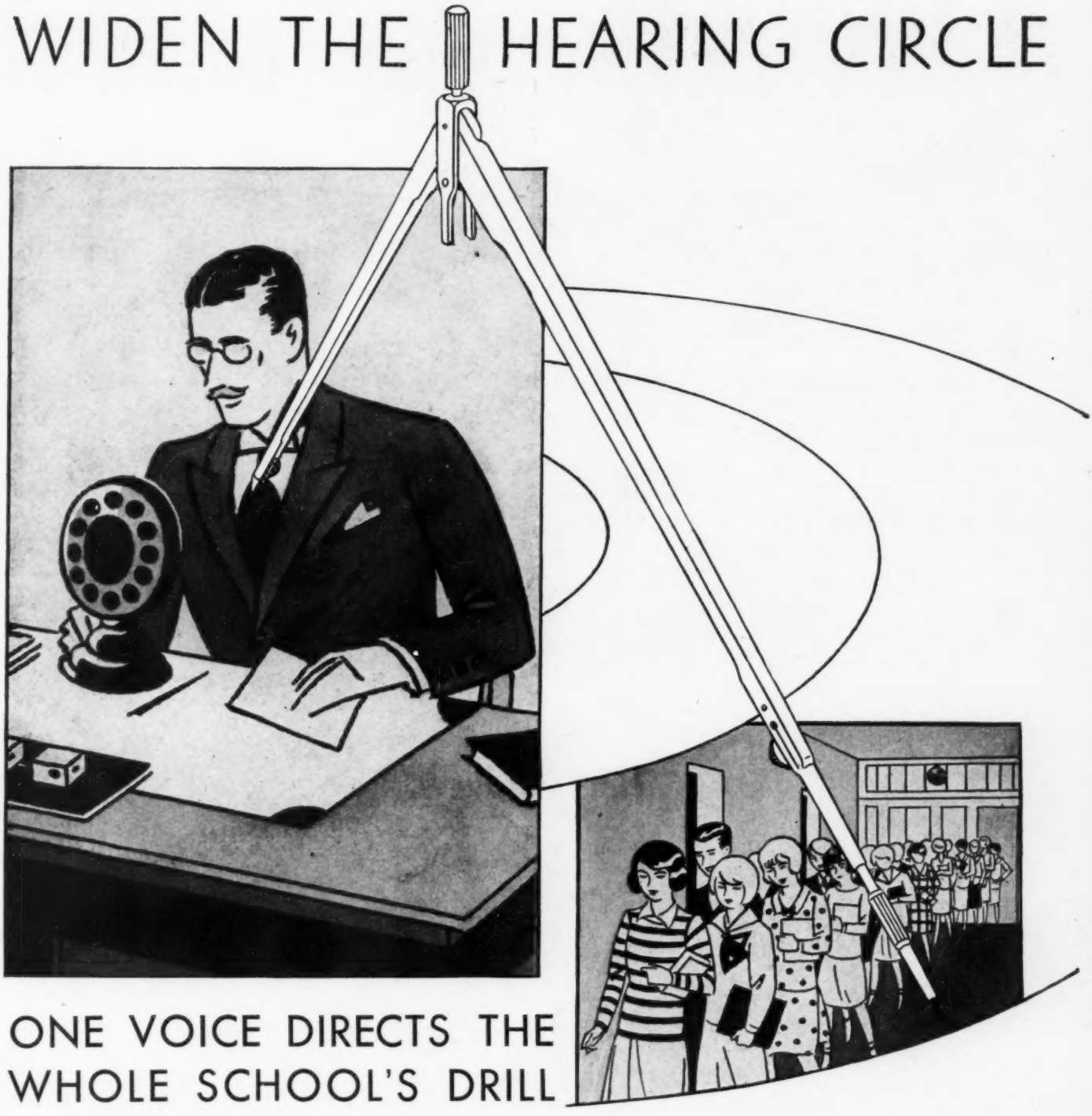

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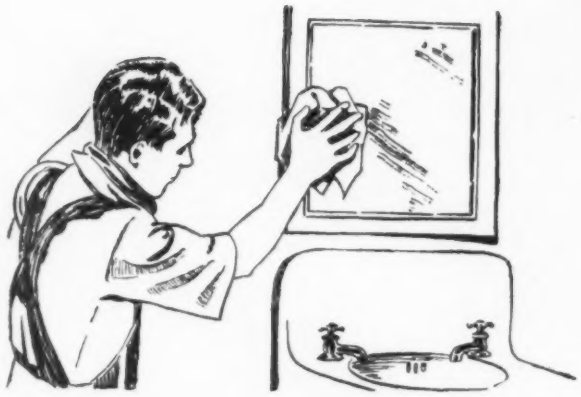

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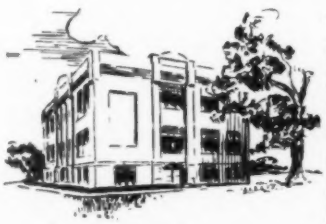
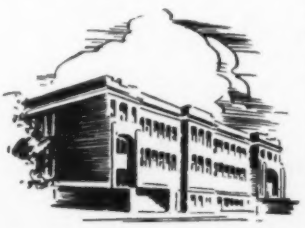


The new heating plant in the Douglass, Kansas High School is a Dunham Differential System. The Superintendent says, "temperature throughout the building is maintained closely at all times and the first season of operation has caused a decrease of 37% in fuel consumption."



The Dunham Differential System in the Odessa, Washington High School has "exceeded all expectations." Last year heating the new building (5100 sq. ft. of radiation) cost $525 for coal. The public school building operated by the same superintendent has only 3200 sq. ft. radiation and does not contain auditorium or gymnasium yet cost $1125 for fuel.

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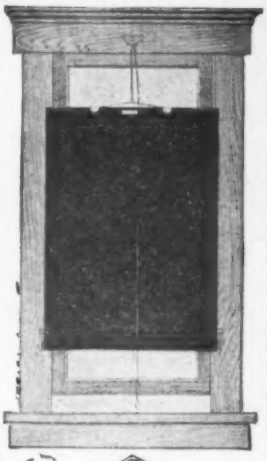

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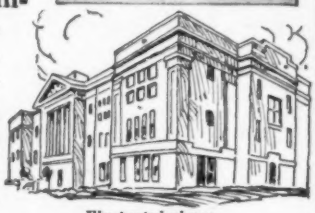

Illustrated above: Draper Sanitary Style Shade

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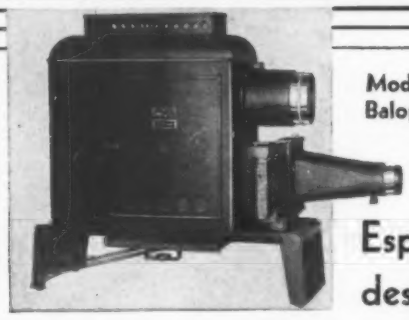

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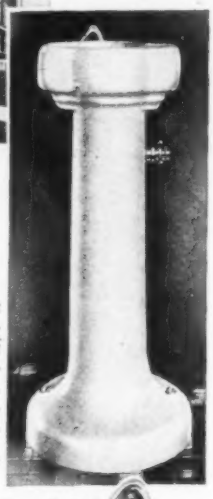

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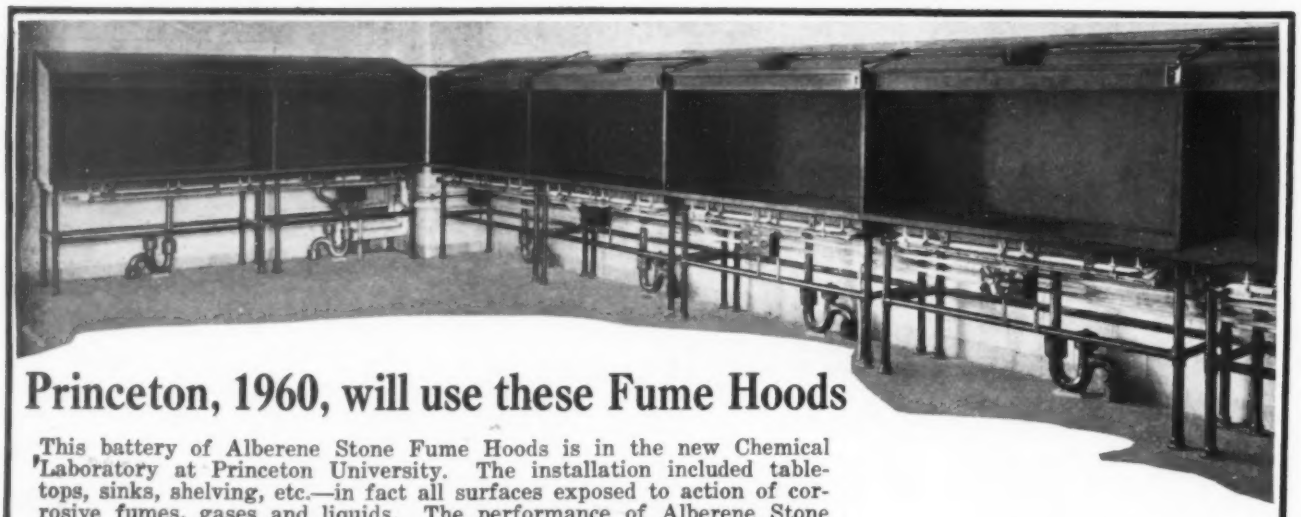

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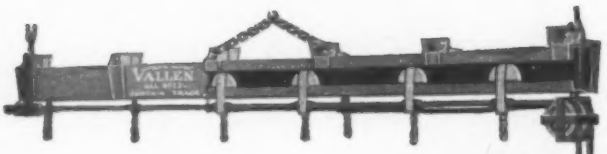

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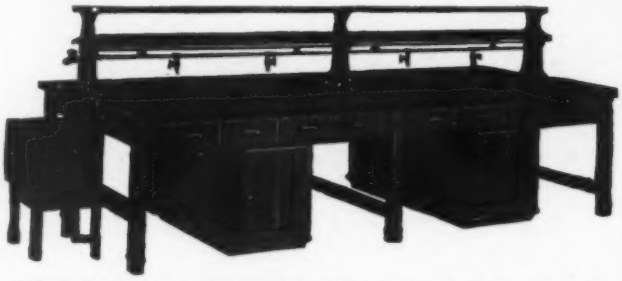

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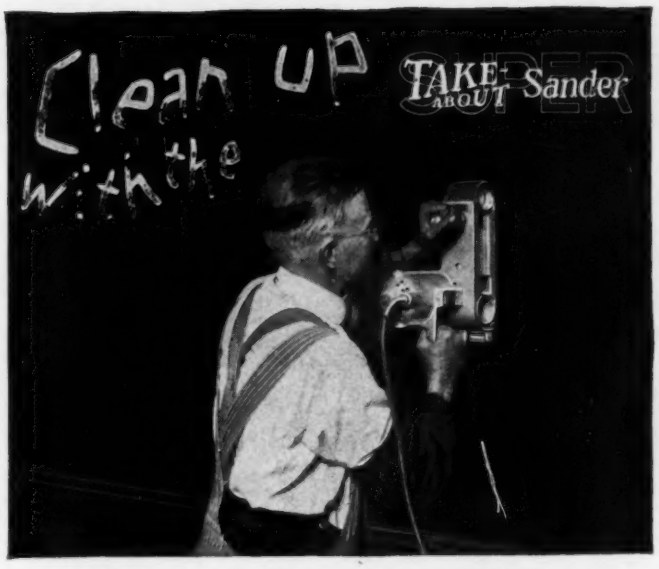

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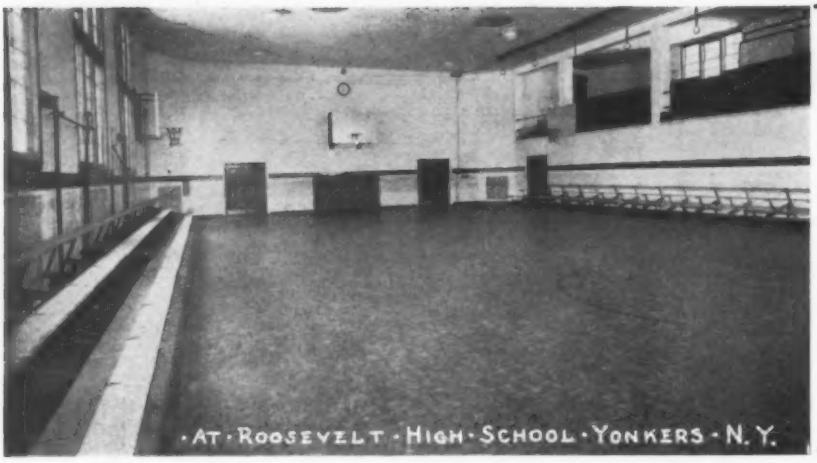

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IN THE APRIL ISSUE

The leading article in the next issue of The NATION'S SCHOOLS will be a spirited discussion by Mr. Frank Cody, retiring president of the Department of Superintendence of the N. E. A. "Education in the Spirit of Life," is the title. In it Mr. Cody ably points out that if education is to become an inseparable and integral part of a useful life, it must, like life, be progressive, practical, dynamic, recreative, friendly, cooperative and idealistic.

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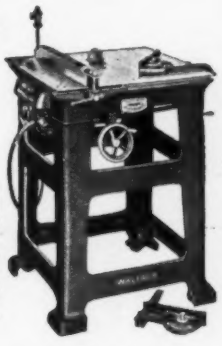

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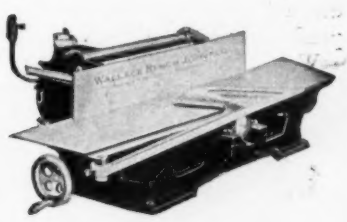

The Wallace No. 10 Portable 8" Jointer cuts 8" wide, rabbets or bevel cuts ¾" deep. Direct motor drive. Four high speed steel knives.

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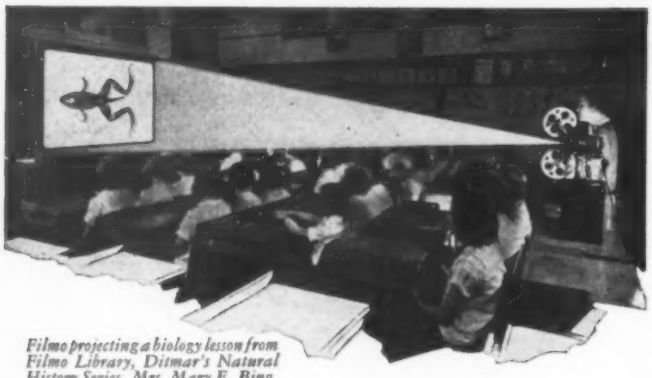

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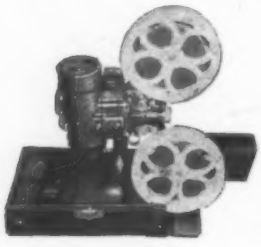

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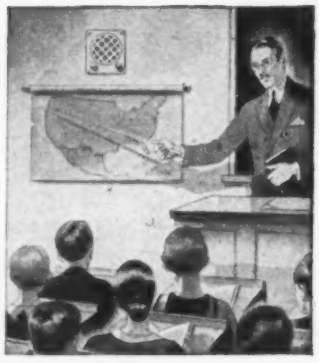

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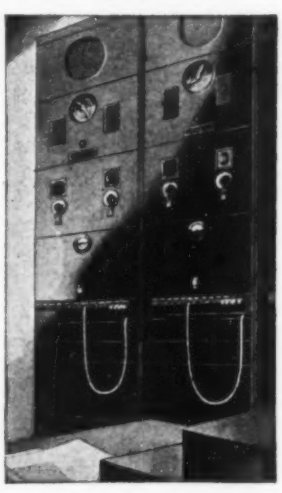

The first method is ideally adapted for apartment houses, dormitories, office buildings, etc., where tenants desire to have their own receiving sets. The second method is particularly designed for hotels, hospitals, sanitariums, schools, passenger ships, etc., where transient occupants of rooms may enjoy radio programs or phonograph record entertainment from a central control.

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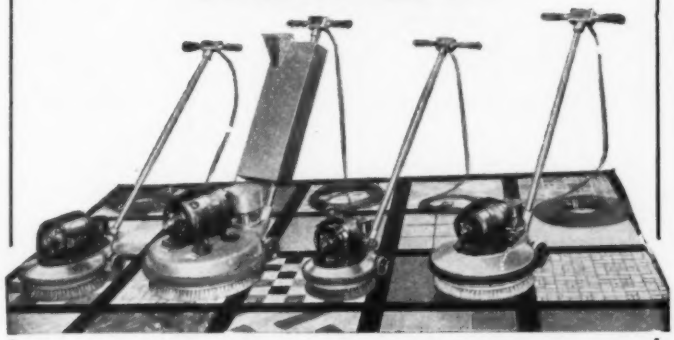

A MODEL FOR EVERY FLOOR SIZE

HILD

Electrically Operated

FLOOR MACHINE

Scrubs—Waxes—Polishes

Easily operated by man or woman

SPECIFICATIONS	Model "B"	"A"	"C"	"D"
Pressure on brush (in operation)	45 lbs.	55 lbs.	75 lbs.	125 lbs.
Weight of Machine	45 lbs.	55 lbs.	75 lbs.	125 lbs.
Length, rubber covered cable	40 ft.	40 ft.	40 ft.	50 ft.
Diameter of brushes	11 ins.	13 ins.	15 ins.	18 ins.
Revolutions of brush per minute	150	150	150	150
Motor (continuous heavy duty)	¼ H.P.	¼ H.P.	½ H.P.	¾ H.P.
Height, floor to top of motor	11 ins.	11 ins.	11 ins.	14½ ins.
Price (with one brush)	$116.00	$145.00	$180.00	$260.00

Tank on handle of model D shown above is 3½" deep, 8½" wide, 25" long. It holds 3½ gallons. Price $20.00 extra on Model "C" or "D" machines.

Saves Time and Money!

The quiet running Hild Floor Machine is particularly ideal for school use. The full weight of the machine rests directly on the brush and makes it possible to do the work faster and better than it can be done in any other way. This means a real savings in labor costs and a great improvement in the appearance of your floors.

New Safety Switch

Each Hild Machine is equipped with a momentary switch which assures absolute safety. The moment the operator releases his hold the machine automatically stops. Anyone can operate a Hild Machine for it propels itself—all that is needed is someone to guide it along the floor.

Five Days' Free Trial

Test this marvelous machine on your own floors—see how swiftly and perfectly it scrubs—waxes and polishes. Use it for five days free of charge and let the results tell you that it is the machine you should buy. Write today!

Hild Floor Machine Company

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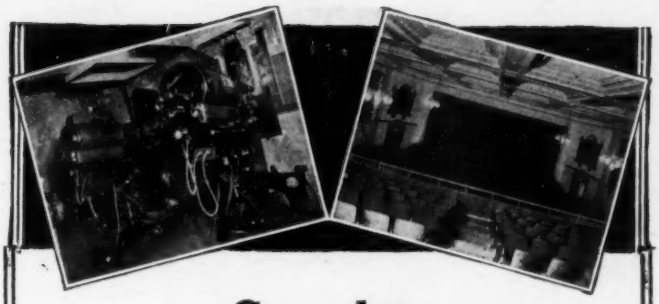

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The selection of projection equipment for the presentation of motion pictures is a problem that varies decidedly with the design and construction of each individual auditorium . . . a problem that for successful solution requires the attention of projection experts. The Educational Division of the National Theatre Supply Company offers a unique equipping service to every American School. It's staff will assist in the selection of the right equipment—will supervise its installation . . . A sure and economical means of getting the best projection results in auditorium and class room.

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Motion Picture Projectors
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Stage scenery
Stage rigging
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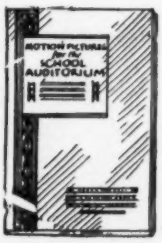
Spots and Floods
Complete Accessories

An Advisory Service for School

National Projection Experts will gladly confer with any school administrator in the solution of projection problems submitting prices and installation plans for projection booth and auditorium equipment.

Principles of Good Projection



This new booklet outlines the fundamentals of good projection for the school auditorium. Its practical non-technical information will help in the selection of the right equipment. Write for your booklet today—it's free!

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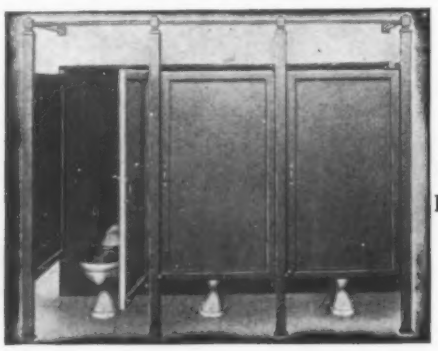

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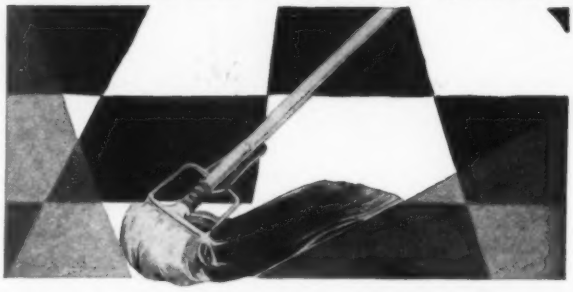

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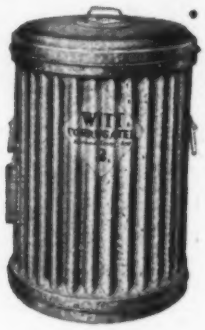

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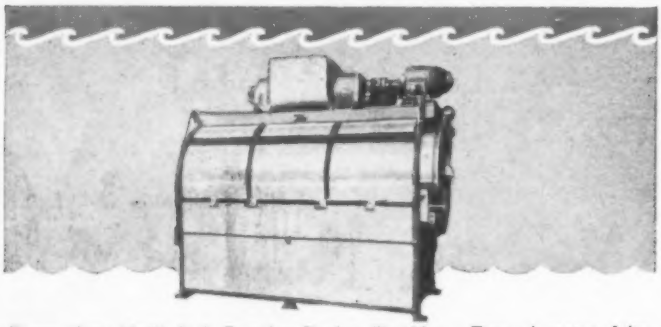

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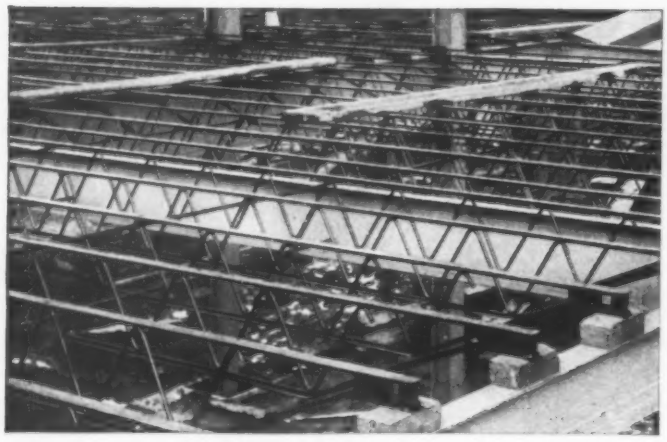

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Fireproof—soundproof floor construction for schools is provided economically by Truscon Steel Joists. They are completely shop fabricated and quickly erected without centering or special equipment. Three types are furnished. "O-T"—Open Truss, "P-G"—Plate Girder and Nailer Joists.

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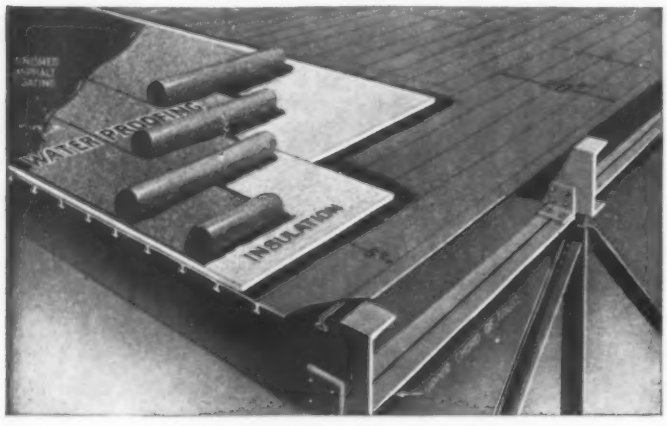

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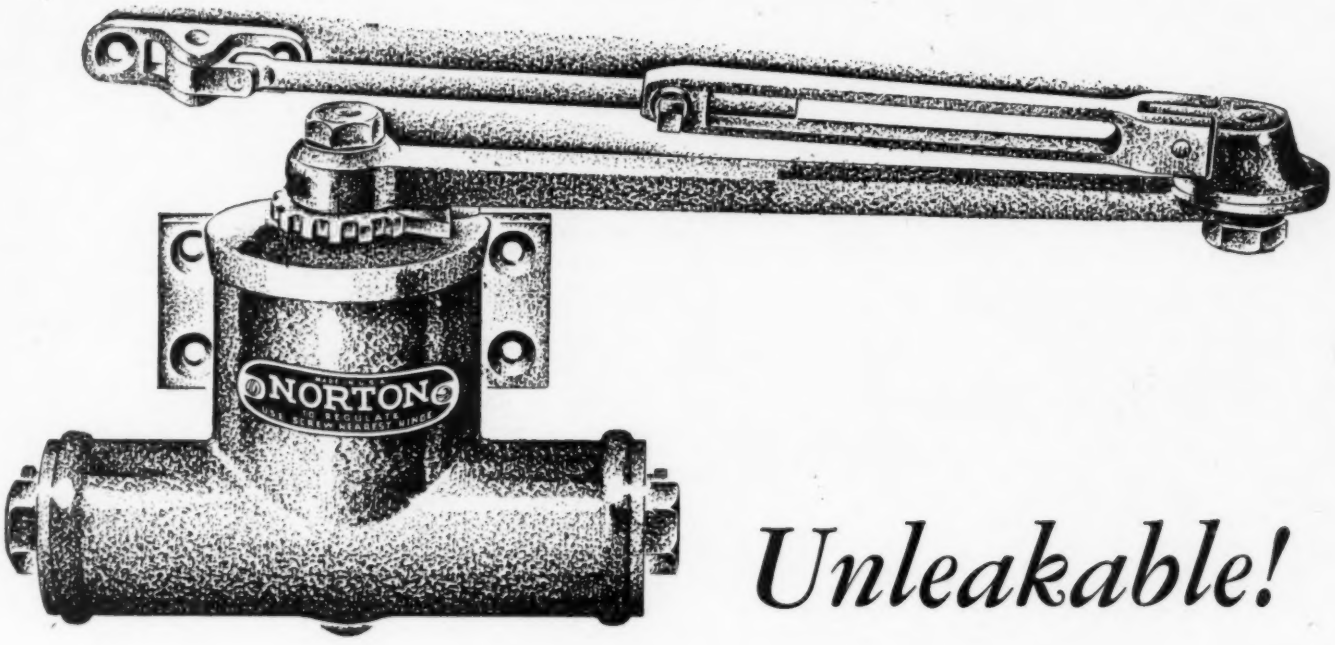

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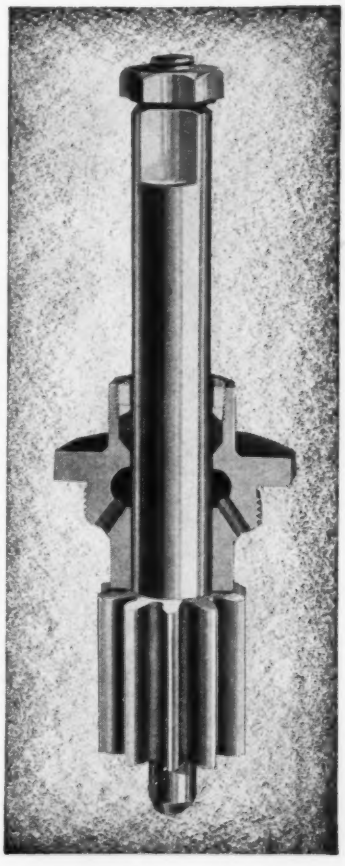

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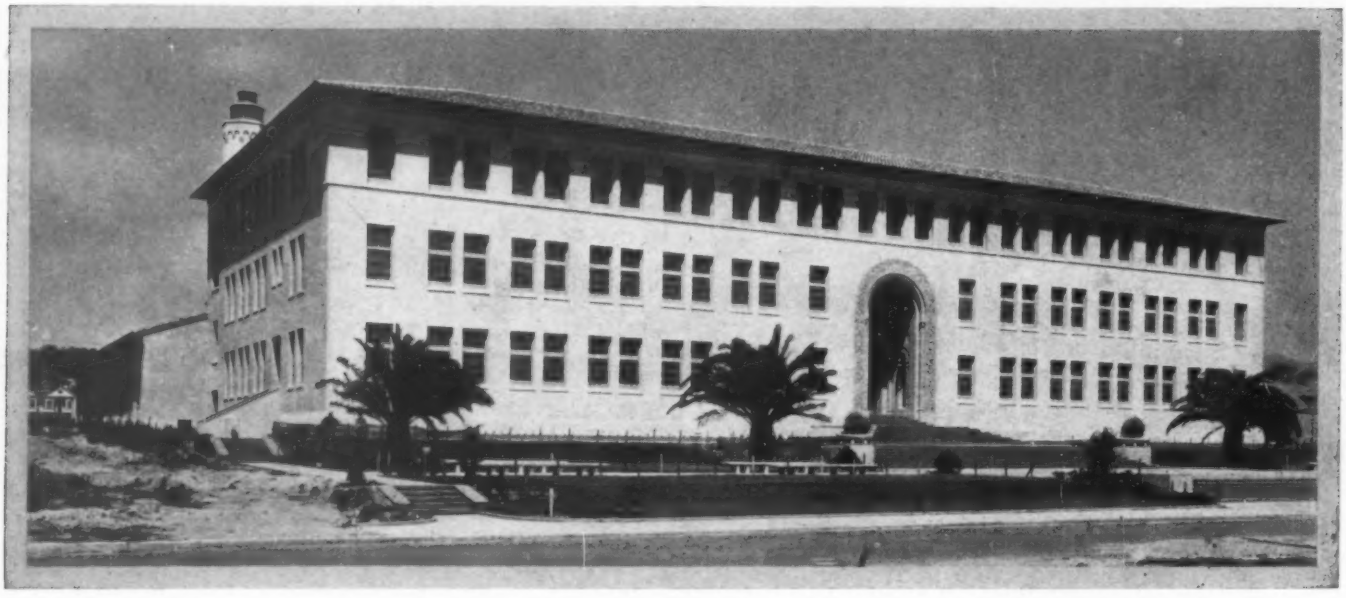

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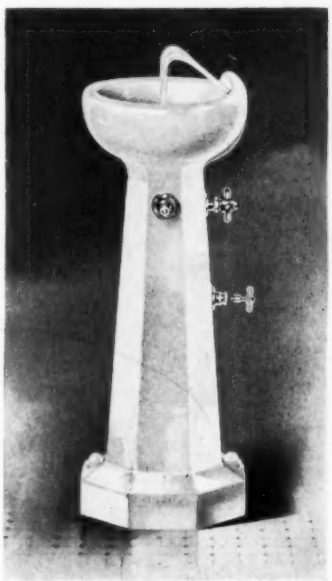

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In a splendid editorial in the *American School Board Journal* for January, the editor, after acknowledging the debt American architecture owes Europe, writes, "America is giving the world the most magnificent expression in school architecture . . . buildings that demonstrate an amazing development in planning and mechanical equipment."

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